REPORT RESUMES

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AN EXPERIMENTAL PROGRAM IN VOCATIONAL EDUCATION. FINAL REPORT.

SPRINGFIELD SCHOOL DISTRICT NO. 186, ILL.
ILLINOIS STATE BOARD OF VOC. EDUC. AND REHABIL.

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THE PURPOSE OF THIS 6-WEEK SUMMER PROGRAM FOR OVERAGED UNDERACHIEVERS AND HANDICAPPED STUDENTS ENTERING A SECONDARY SCHOOL SETTING WAS TO COVER MATERIALS RELATING TO THE PRESTIGE OF WORK, THE RESPONSIBILITY OF A JOB, THE PERSONAL CHARACTERISTICS WHICH DEVELOP GOOD EMPLOYEE-EMPLOYER RELATIONSHIPS, AND SKILLS WHICH WOULD PROMOTE BETTER INTEGRATION OF THE STUDENTS INTO THE SOCIAL-VOCATIONAL WORLD. THE CLASSROOM INSTRUCTION WAS CONDUCTED BY ONE VOCATIONAL AND ONE SPECIAL EDUCATION TEACHER. ONE CLASS WAS ORIENTED TO HANDICAPPED STUDENTS AND ONE WAS FOR OVERAGED UNDERACHIEVERS WITH NO HANDICAPS. A CURRICULUM WAS DEVELOPED BY THE COORDINATOR AND TEACHERS. THIRTY-THREE OF 35 STUDENTS ORIGINALLY ENROLLED COMPLETED THE PROGRAM. PRE AND POSTTESTS WERE GIVEN TO EVALUATE THE RATE OF GAIN IN ACADEMIC ACHIEVEMENT AND ATTITUDE CHANGE. IMPROVEMENT WAS APPARENT, AND THE UNDERACHIEVING GROUP HAD A HIGHER RATE OF GAIN THAN THE SPECIAL EDUCATION GROUP. THE MAJOR CONCLUSIONS WERE--(1) SIX WEEKS IS TOO SHORT A PERIOD TO EVEN SCRATCH THE SURFACE OF THE MATERIAL REQUIRED BY THE STUDENTS, (2) MATERIALS FOR SPECIAL EDUCATION MUST BE DIFFERENT IN FORMAT, READING LEVEL, AND RATE OF PRESENTATION, AND (3) A PROGRAM OF THIS TYPE IS HIGHLY RECOMMENDED FOR USE DURING THE REGULAR ACADEMIC YEAR FOR SLOW LEARNERS AND UNDERACHIEVERS IN THE EARLY JUNIOR HIGH SCHOOL GRADES. THE CURRICULUM MATERIAL IS INCLUDED. (MM)

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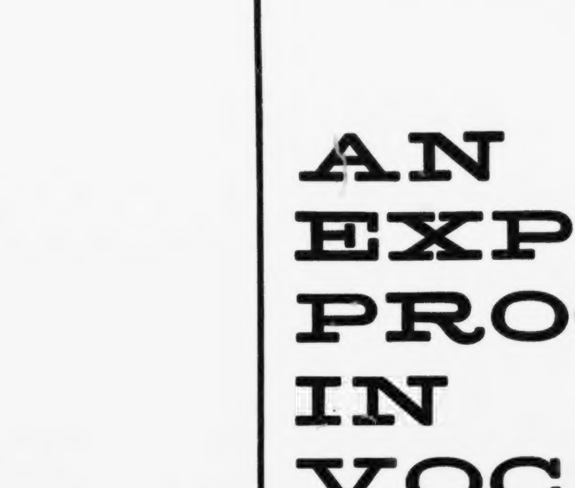
FINAL REPORT

AN EXPERIMENTAL PROGRAM IN VOCATIONAL EDUCATION



Springfield School District 186

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Research and Statistics Service

BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
405 Centennial Building
Springfield, Illinois

Final Report

AN EXPERIMENTAL
PROGRAM IN
VOCATIONAL EDUCATION

Summer 1967

Submitted by: Springfield School District #186

ABSTRACT

Over-aged underachievers and handicapped students entering a secondary school setting are frequently found to be deficient in the social-vocational knowledge, skills and understandings necessary for them to gain full benefit from the program. It was upon this premise that an experimental social-vocational experience and information program for Junior High School over-aged underachievers and handicapped students is proposed for the 1967 summer session in School District #186.

Students attending the six weeks summer program had available a wide variety of educational activities designed to increase their social-vocational knowledge and experiences and aid them in their eventual acquisition of gainful employment. Classroom instruction in occupationally oriented vocational skills and the presentation of meaningful vocational information was conducted by two teachers functioning in a team teaching situation for each classroom. The faculty was composed of as nearly an equal mixture of vocational and special education teachers as possible. One class was oriented to the handicapped students and one class was designed for over-aged underachievers with no handicap. In addition, field trips, and instruction in related vocational education areas was utilized to aid the students to obtain maximum benefit from subsequent academic and vocational programs.

Evaluation techniques were developed by the staff with the aid of an evaluation consultant. A "yes"-"no" paper and pencil test was used to evaluate attitude and academic achievement. An observation checklist was used by teachers to evaluate observable personal and academic change. With few exceptions, improvement was apparent in all areas evaluated. The underachieving group had a higher rate of gain over all than did the Special Education group.

Curriculum was developed and evaluated for the program. The major conclusions were: (1) Six weeks is too short a period of time to even begin to scratch the surface of the material required by the students; (2) The materials presented to the Special Education-slow learners must be different in format, reading level, and rate of presentation than those presented to underachievers; (3) A program of this type is highly recommended for use during the regular academic year for students in Special Education, slow learners, and underachievers in the early Junior High School grades.

ACKNOWLEDGEMENTS

THE WRITERS OF THIS STUDY WOULD LIKE TO EXPRESS THEIR SINCERE APPRECIATION TO THE FOLLOWING BUSINESS MEN AND WOMEN WHO GAVE SO READILY OF THEIR TIME AND TALENTS THAT THIS PROGRAM MIGHT BE SUCCESSFUL.

Mr. Vern Argo - Bunn Farm
Mr. Pete Beard - Myers Brothers
Mr. Paul Blochle - Park Avenue Body and Fender Shop
Mr. Lacey C. Brooks - Innkeeper, Holiday Inn East
Mr. James Buckman - Park Avenue Body and Fender Shop
Miss Connie Centers - Dietary kitchen, St. John's Hospital
Miss Connie Garrison - Cook's Helper, Coney Dog
Mr. Louis Gietle - Gietle Bros.
Mrs. Claudette Given - Springfield School of Beauty Culture
Miss Cheryl Gorbett - Stockroom Clerk, Sears, Roebuck and Co.
Mr. Bill Helm - General Maintainence, Memorial Hospital
Mrs. Cheryl Lipe - Home Service Representative, Central Illinois Light Co.
Mr. Robert Lubin - Vice President, Barker-Lubin Co.
Mrs. Elaine Lyons - Head-salad dept., Heritage House
Mr. Gerald Maisenbacher - Biology Teacher, S.E. High
Mr. John Mitchell - Head Bus Boy, Black Angus Steak House
Mr. Ray Moore - Cook's Helper, Pair-- A - Dice Inn
Mrs. Evelyn Smith - Department of Personnel, State of Illinois
Mrs. Norma Smith - Manager, Manpower, Inc., Springfield Office
Mr. David Spencer - Spencer and Spencer Nurserymen and Landscape Contrs.
Mrs. Alma Westover - Counselor, Illinois State Employment Service
Mrs. Val Weather - Owner, Seven to Heaven Beauty Salon
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PART I

PURPOSES AND OBJECTIVES

DESIGN OF STUDY

EVALUATION

PURPOSE AND OBJECTIVES

Over-aged underachievers and handicapped students entering a secondary school setting are frequently found to be deficient in the social-vocational knowledge, skills and understanding necessary for them to gain full benefit from the programs offered. Upon this premise an experimental social-vocational experience and information program for Junior High School over-aged underachievers and handicapped students was carried out during the 1967 summer session in School District #186.

The Experimental Vocational Education Program was funded in part by the Research Coordinating Unit, Board of Vocational and Technical Education, Springfield, Illinois.

The objectives of the program were:

1. To develop good work habits;
2. To develop a better self understanding and acceptance of self, family, school, and community;
3. To improve attitudes toward self, peers, teachers and parents;
4. To explore work information of a real and practical nature;
5. To meet the needs and interests of the students;
6. To improve social skills-appearance, manners, and social participation;
7. To establish realistic educational and vocational goals;
8. To achieve improvement in self concept;
9. To expand the students' social-vocational experiences and information in preparation for subsequent special education, pre-vocational, and vocational programs.

The curriculum was not designed to study the specifics of particular job areas but to stress things basic to all occupational areas. Therefore, it was the purpose of this program to cover materials relating to the prestige of work, the responsibility of a job, the personal characteristics which develop good employee-employer relationships, and those skills which would promote better integration of the students into the social-vocational world in which they might one day work.

A further purpose of this program was to provide an experimental curriculum to determine the success of the use of vocationally-oriented curriculum in terms of pupil interest, feasibility, and application to limited academic areas.

In the development of the curriculum, annotations were made of materials utilized and those readily available. A bibliography of some of the commercial publications which might be applicable to instruction of the social-vocational nature was compiled.

Since a major part of any experimental project is evaluation, and since standardized evaluative measures for a project of this type are almost non-existent, it has been the objective of this program to develop and critique measures used to evaluate achievement, attitude change, and personal and work habit development.

DESIGN OF THE STUDY

The purpose of the summer program was to establish an experimental social-vocational experience and information program for underachieving and handicapped students at the Junior High School age, interest and/or maturity level. The program was designed to be meaningful and realistic to the students in order to aid in preparing them for subsequent educational programs and future community adjustment.

STAFF

Coordinator

The coordinator was responsible for final preparation of curriculum materials, coordination of supplemental personnel and field trips, general coordination of the program, expansion of a bibliography of vocationally oriented teaching materials, and preparation of the project's final report.

Teacher

There were six teachers involved in the program. A team teaching system was used whereby each of the teachers was responsible for a specific area of the curriculum (Vocational, Inter-personal and Intrapersonal Relationships, Trade-Work Experiences, and Home Maintenance and Home Economics) as well as aiding the instruction in other areas.

The educational and experience background of the 3 male 3 female faculty members involved was composed of an equal mixture of vocational, academically certified, and specially trained teachers. This background included: Home Economics, Diversified Occupations, Trades, Business, Mathematics, English, Counseling, Special Education, and Pre-vocational program coordination.

Additional criterion used in selecting the teachers included:

1. Experiences with handicapped and/or underachieving students.
2. Apparent empathy for the problems encountered by these students.
3. Earnest belief in the innate desire of children to please and to achieve when the opportunity affords it.
4. Consistency in approach to students and discipline.
5. Ability to work well in an informal class room structure.

6. Ability to adapt the curriculum to the needs of individual students.
7. Background for teaching in several subject areas.
8. Ability to create teaching materials geared to the interests, academic and maturity level of the students.
9. Ability to relate to and understand the varying economic, social and educational values of socio-economic groups other than his own.

Two teachers were assigned to each class with the responsibility for teaching the areas of Vocational and Interpersonal and Intra personal Relationships. In addition, they supervised field trips and conducted the evaluative procedures used during the program.

One teacher was assigned to each of the laboratory areas, Home Economics and Trade-Work Experiences and Home Maintenance. These teachers were responsible for developing the curriculum and teaching their respective area to all classes. In addition, they conducted the evaluative procedures used during their particular classes.

All of the teachers participated in the development and evaluation of the curriculum used during the program as well as in evaluation of the total program and in recommendations for further programs of this nature.

The teachers were hired for the six weeks actual classroom instruction. In addition, they worked three days prior to the program with curriculum development, class preparation and development of evaluation forms and one week following the program evaluating the project, the curriculum, the evaluative measures and making recommendations.

STUDENTS

Criteria for selection and identification of the students who would participate in the program were:

1. Overaged and/ or educationally retarded;
2. Counselor referral for: slow learner, lack of goal, poor social adjustment, discrepancies between achievement and measured ability;
3. Potential drop-out;
4. Registered in a Special Education program;
5. Residence in School District #186.

In addition, two students from the county were registered through the Division of Vocational Rehabilitation. The students ranged in age from fourteen to eighteen and were considered to be of Junior High School maturity and/or interest level.

Students were made aware of the program through:

1. School counselor
2. Teachers
3. Illinois Youth Commission
4. Children and Family Services
5. Division of Vocational Rehabilitation
6. Public news media

Sixty application forms were completed by students and returned to the project coordinator. Thirty-five students registered on the first day of classes and two of these dropped out during the program. The students were divided into two classes: Group I - 16 students-educable mentally handicapped, trainable mentally handicapped, hard of hearing, and deaf. Group II - 17 students-slow learners and under-achievers.

SCHEDULE

The summer program was in session for six weeks and ran concurrently with the regular summer school. Classes were held five days a week from 8:30 A.M. until 12:00 noon.

FACILITIES

The summer experimental program was housed in Jefferson Junior High School in Springfield, Illinois. Available to the school plant were classroom facilities, homw economics laboratory and facilities and audio-visual equipment..Duplicating facilities were also available.

CURRICULUM

The experimental curriculum was primarily designed and constructed by the coordinator and the teachers. As this was an experimental program, experimental methods were utilized in the development of the curriculum.

It was decided that rather than present the curriculum in a form which would be presented in a rigid manner, the material was given to the teachers along with the basic organization and they were allowed to arrange the material in the teaching sequence they felt would best fit the class and the situation. The teachers also used some of their own methods in presenting the material.

A special outline was designed for use with this program's curriculum. The form was so divided as to permit the outlining of the material for presentation on a given unit or topic and also to allow space for teacher comments concerning the utilization of the material, the weaknesses, the strengths, additions, deletions, and recommendations. This form proved to be quite useful in the analysis of the curriculum material utilized in the program. The teabhers also felt that this type of curriculum form was very beneficial to them and to the students.

Analysis and Evaluation of Program

The purpose of this program was to provide a social vocational experience for handicapped and underachieving students which would lend toward greater success in community adjustment and in future academic and vocational classes leading to gainful employment.

Due to the nature of the program, standardized measures of progress and achievement were not available. It was necessary, therefore, to construct measures by which evaluation might be conducted. An evaluation consultant with considerable background in the area of tests and measures was hired to aid the teachers and co-ordinator in the development of evaluation measures.

Two types of evaluative measures were constructed. One involved simply stated sentences requiring the student to circle a yes or no answer. This type of paper and pencil test was given to measure achievement and attitude change. The students were allowed to mark their papers as they wished. Vocabulary and reading level was low enough that the underachieving students had no difficulty in answering the statements with "yes" or "no". The tests were read to the majority of the Special Education group and questions concerning vocabulary were answered if this did not interfere with the purpose of the test. Each test was given twice, once at the beginning of the program and again during the last week. In the case of Trade-Work Experiences the tests were given at the beginning and completion of each unit.

The teachers agreed that they felt the students highly overestimated their abilities during both the pre and post testing. The suggestion was made, however, that there may have been a lower level of overestimation of ability in the post test. Confidence in the area may have lowered the students' need to exaggerate knowledge and ability in order to appear to do well. The desire to do well and achieve success was a dominant attitude expressed by the majority of the students throughout the program. This was particularly evident in their desire to produce successfully, tangible articles in both Trade-Work Jobs and in Home Economics.

The second type of evaluation measure constructed was an observation check list used by the teachers to evaluate observable change in personal characteristics and attitudes as well as observable academic success. Discussion of this measure and recommendations for change in the check list are discussed with the presentation of the actual check list used. See Table page

Analysis of "Yes"-"No" Measures

Each of the "yes"-"No" measures used is presented in the Appendix A of this study. Graphed tables of the results of the tests as well as narrative concerning the purpose, evaluation and recommendations for each measure will be presented in the following pages.

Each particular questionaire had its own set number of questions. The number of students taking the tests varied with each group. Thus, the highest possible response, (which is the product of the number of statements times the number of students taking the test), varies for each group even though the tests were the same. The variation in "highest possible response" from test to test is due to the difference in number of statements per test and number of students taking the test. Absentees were not included in total test scores.

The pre and post test scores were derived from the product of the number of "yes" answers (yes answer being correct) and the number of students taking the test. All statements left blank were considered as "no" answers. The "percent of gain" was derived by subtracting the pertest score from the post test score and changing this to a percent gain of the total. Percentages have been rounded off the the nearest whole percent.

Job Information Vocabulary

Spec~~ai~~ial Education Group Table I

Highest Possible Response	372
Pretest Score	256
Post Test Score	257
% of Gain	1%

This is a good example of the students' overestimation of their knowledge and ability. The post test was, in all probability, an overestimation, however, the low percent of gain may indicate a more honest appraisal of knowledge than was made in the pretest.

This group did not cover as much of the material as the underachievers. The starting point for building a foundation of information was considerably lower. Vocabulary building with this group requires extensive work in the area of concrete experiences. Many of the words presented on the test were used during the course but were apparently not learned nor understood in their context.

Underachieving Group Table II

Highest Possible Response	341
Pretest Score	258
Post test Score	305
% of Gain	11%

This group also showed a high degree of overestimation of knowledge and ability. Again, the post test may show a more realisitic estimation than the pretest. The teachers stressed vocabulary in class, however, more concrete experience in the use and need for these words would aid in further achievement.

Table I

Job Information - Vocabulary Special Education Group

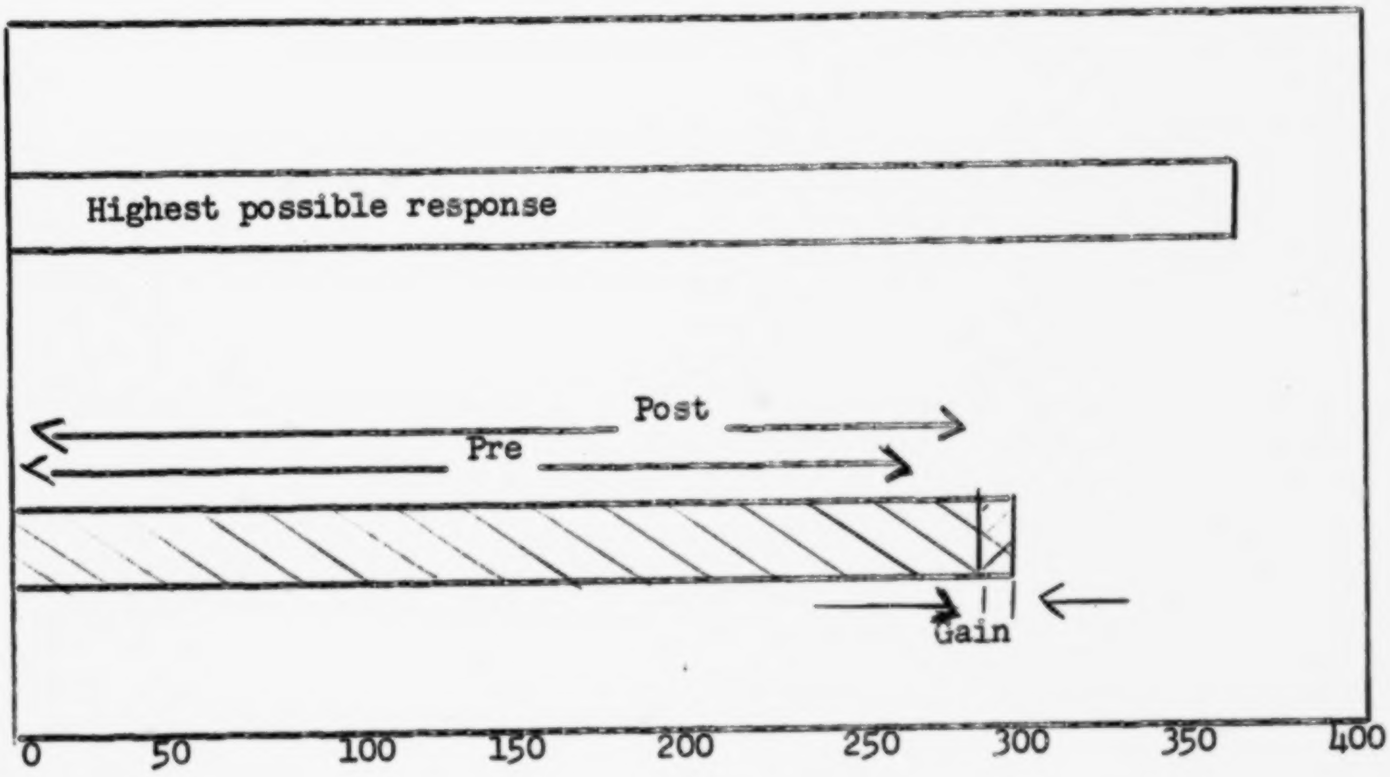
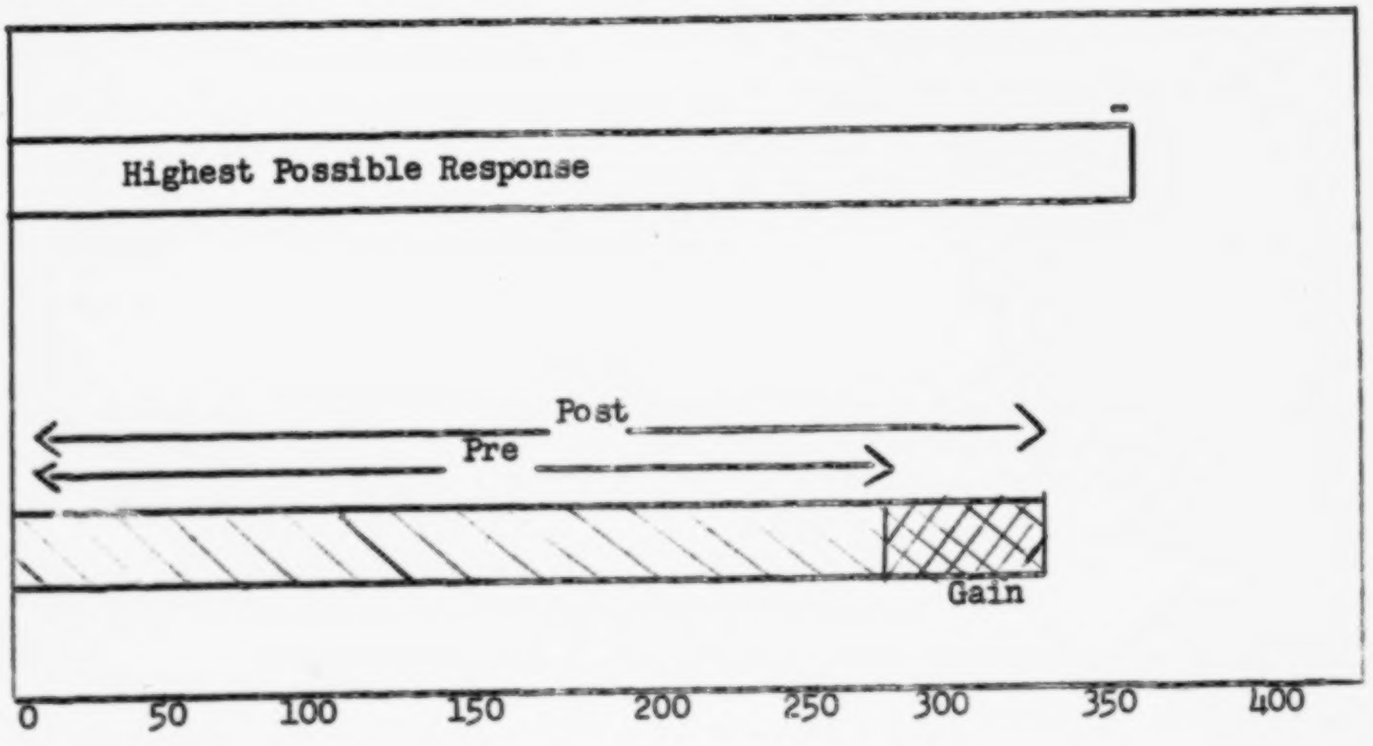


Table II

Job Information - Vocabulary Underachieving Group



Job Information Attitude

Underachieving Group Table III

Highest Possible Response	253
Pretest Score	172
Post test Score	201
% of Gain	17%

What students say and what they feel are often two different things. This is such a case. On the pretest, the students reported a high, positive response to teachers, but their observable actions and expressions during this test as well as during the early weeks of the program indicate the probability that the pretest score is not realistic. The pretest atmosphere was strained. Many knitted brows and frowns were observed. Class attitudes on the part of at least half of the students were somewhat antagonistic and rigid in class participation. The post test atmosphere was noticeably different in its relaxed tone. The students could joke with the instructors. General class participation and cooperation had also improved. Specific students made tremendous strides in relating to the program and adjusting to their peer group as well as to the school and teachers. The classes in personal development appeared to have tremendous effect upon the majority of the group. It might be considered as a class in group therapy which was quite effective.

Special Education Group Table IV

Highest Possible Response	299
Pretest Score	172
Post Test Score	201
% of Gain	1%

The attitudes of this group of students appeared more cooperative toward the teachers and more enthusiastic toward school in general from the beginning of the program. They responded readily to guidance and instruction and related to the program quickly. This group appeared to be more honest in the pretest scores. The low percent of gain may be due to the favorable attitudes the students brought to the program.

Table III

Attitude - Special Education Group

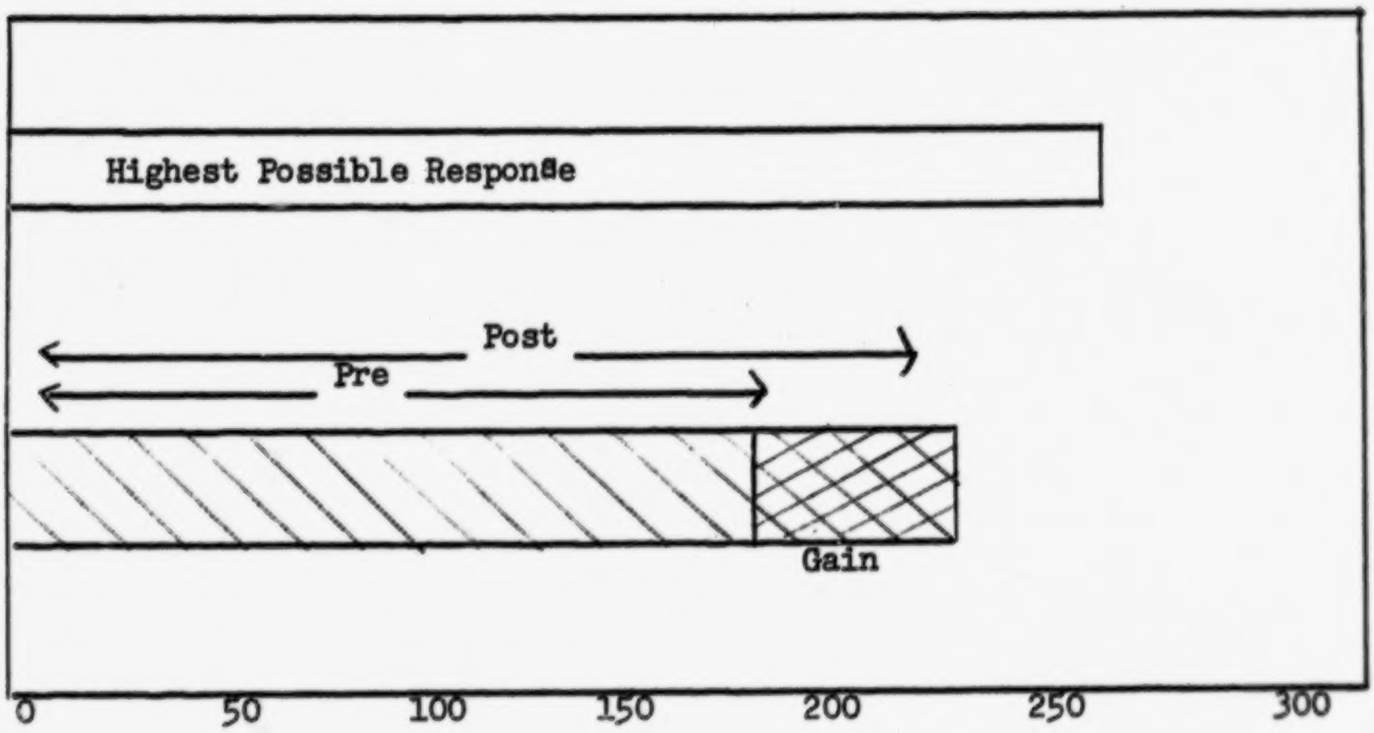
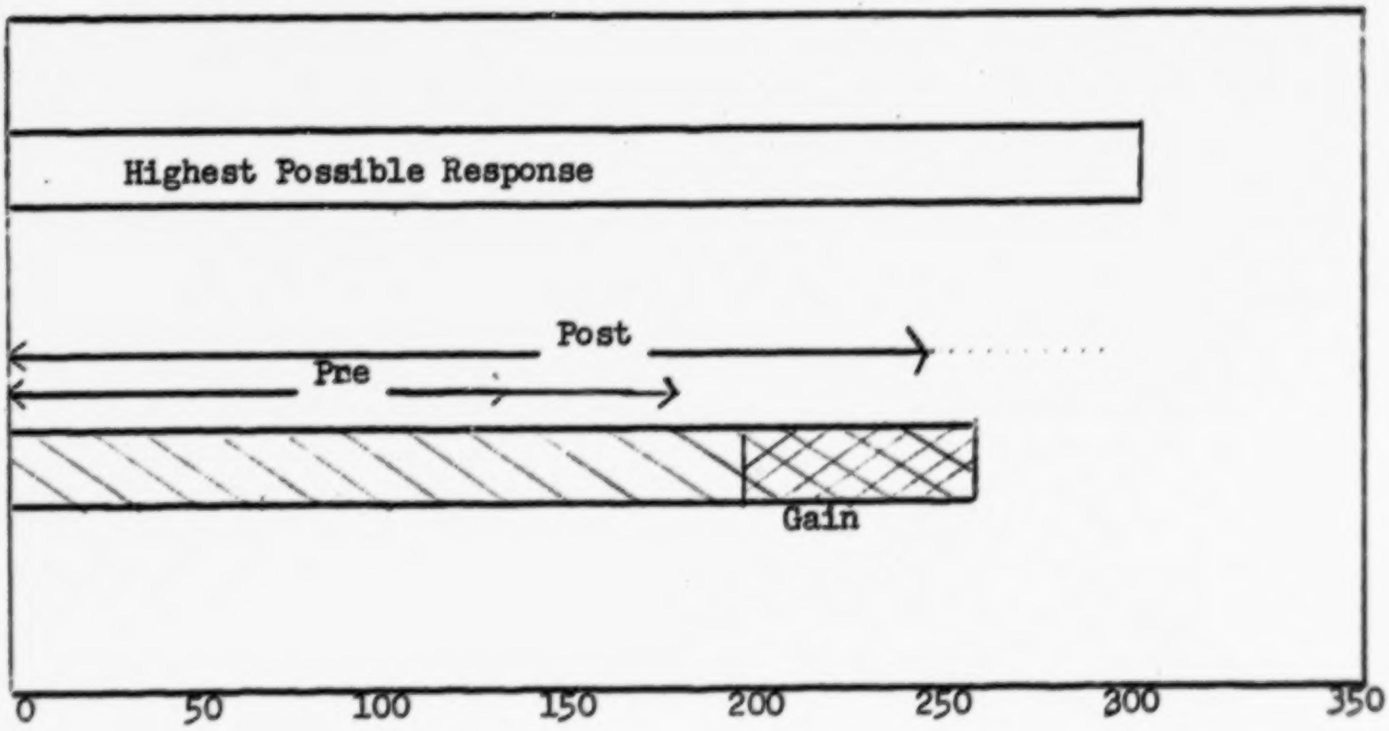


Table IV

Attitude - Underachieving Group



Home Economics Vocabulary

Special Education Group Table V

Highest Possible Response	299
Pretest Score	187
Post test Score	231
% of Gain	24%

The percent of gain was higher in this vocabulary than in job information partially due to the number of projects presented in which the students could see or prepare foods relating to the term. The students seemed to enjoy this subject area in particular. It might appear that enjoyment and learning may be coupled within a course design for greater achievement.

Underachieving Group Table VI

Highest Possible Response	242
Pretest Score	140
Post test Score	192
% of Gain	37%

Here again, the percent of gain in Home Economics vocabulary was higher than in the job Information area. Concrete experience proves to be an excellent teacher. Vocabulary is definitely an area of weakness for both groups. It is interesting to note the preponderance of boys to girls (21-13) in the program with an achievement in this area. Most of the girls had participated in at least one semester of Home Economics prior to entrance in the program.

Table V

Home Economics - Vocabulary Special Education Group

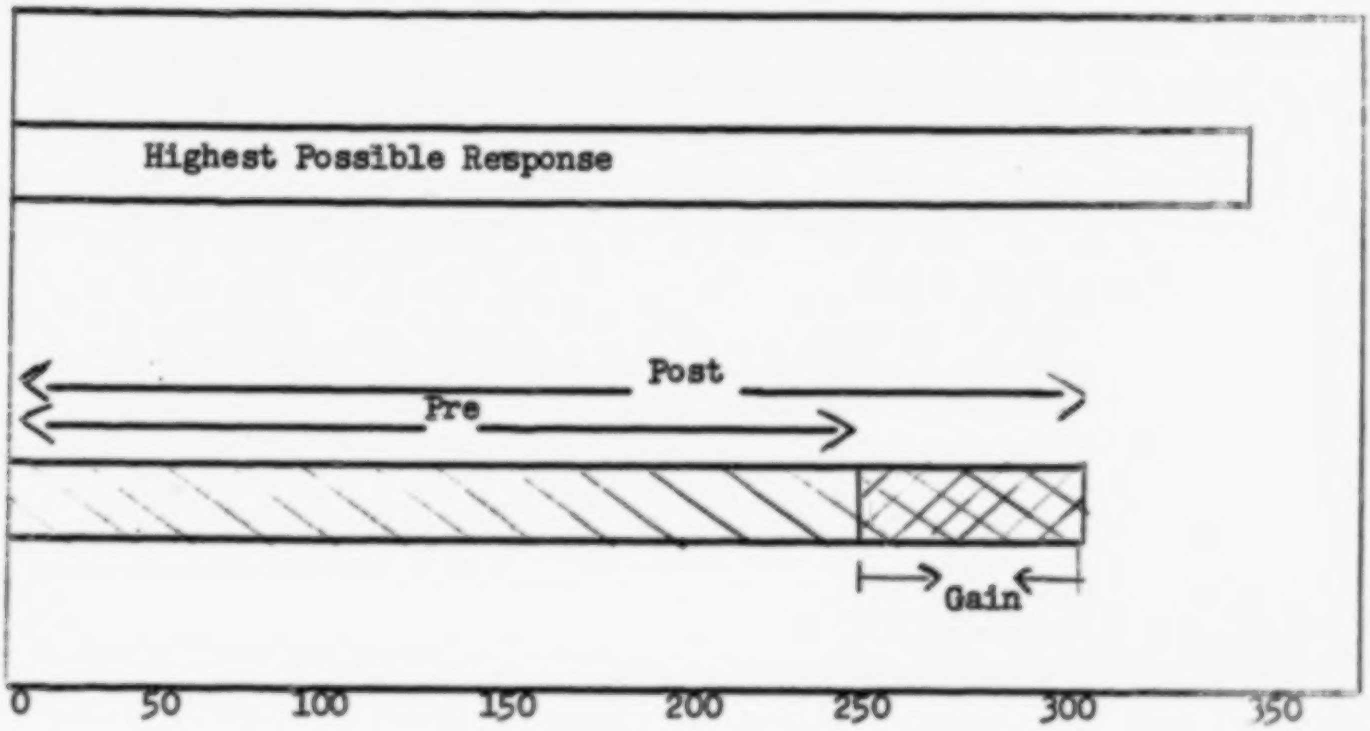
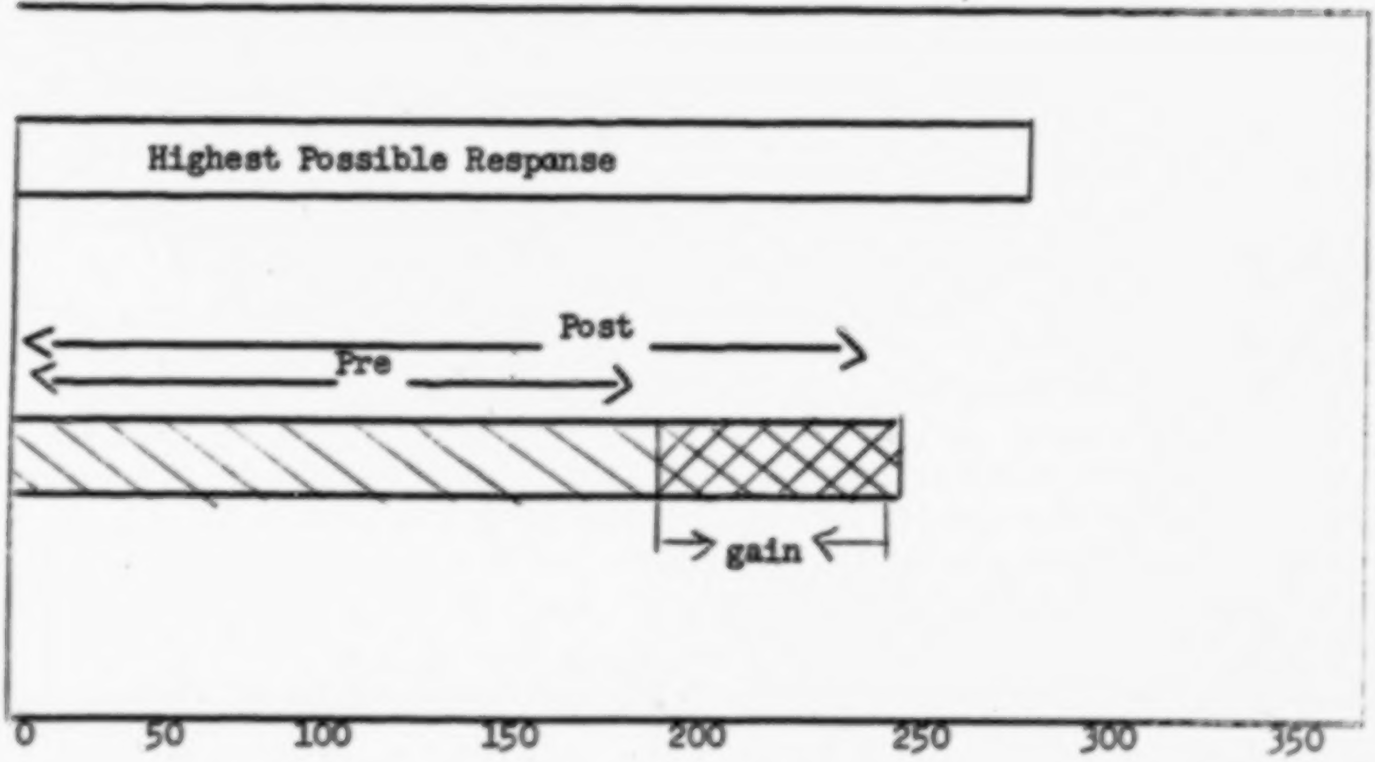


Table VI

Home Economics - Vocabulary Underachieving Group



Home Economics Use of Kitchen

Special Education Group Table VII

Highest Possible Response	273
Pretest Score	202
Post test Score	227
% of Gain	12%

The distribution of boys to girls was 7 boys and 8 girls. This may help to account for the lowered percent of gain when comparing this group with the underachieving group. Also, one of the boys had participated in a similar program during the summer of the previous year. Most of the girls had had at least one semester of Home Economics during the regular school year prior to this program.

Underachieving Group Table VIII

Highest Possible Response	231
Pretest Score	174
Post test Score	216
% of Gain	24%

The underachieving group was composed of 13 boys and 5 girls. Thus, in all probability the boys' acquaintance with the kitchen gave the group a lower base of knowledge to begin with. Exposure and learning then allowed the group to show a greater percent of gain when compared with the Special Education Group.

Table VII

Home Economics - Use of Kitchen - Special Education Group

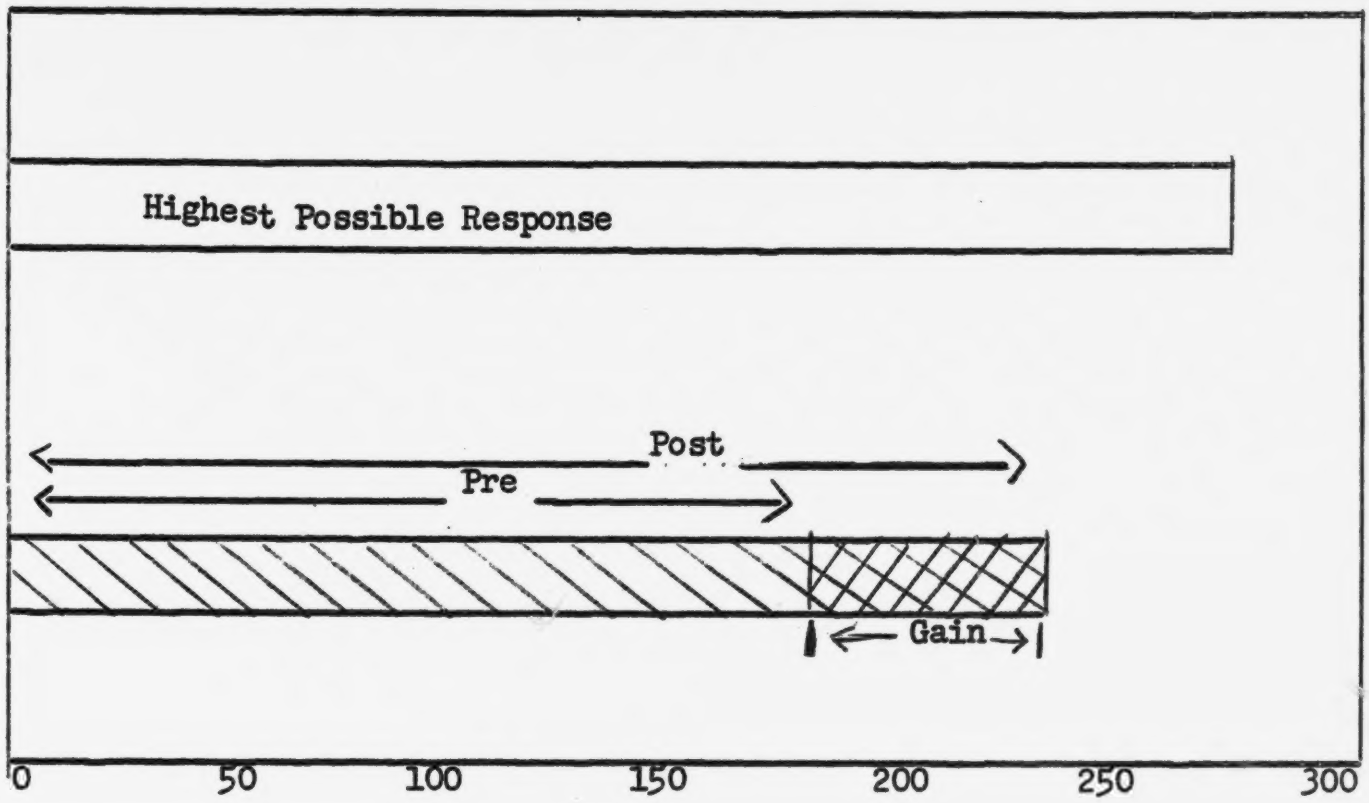
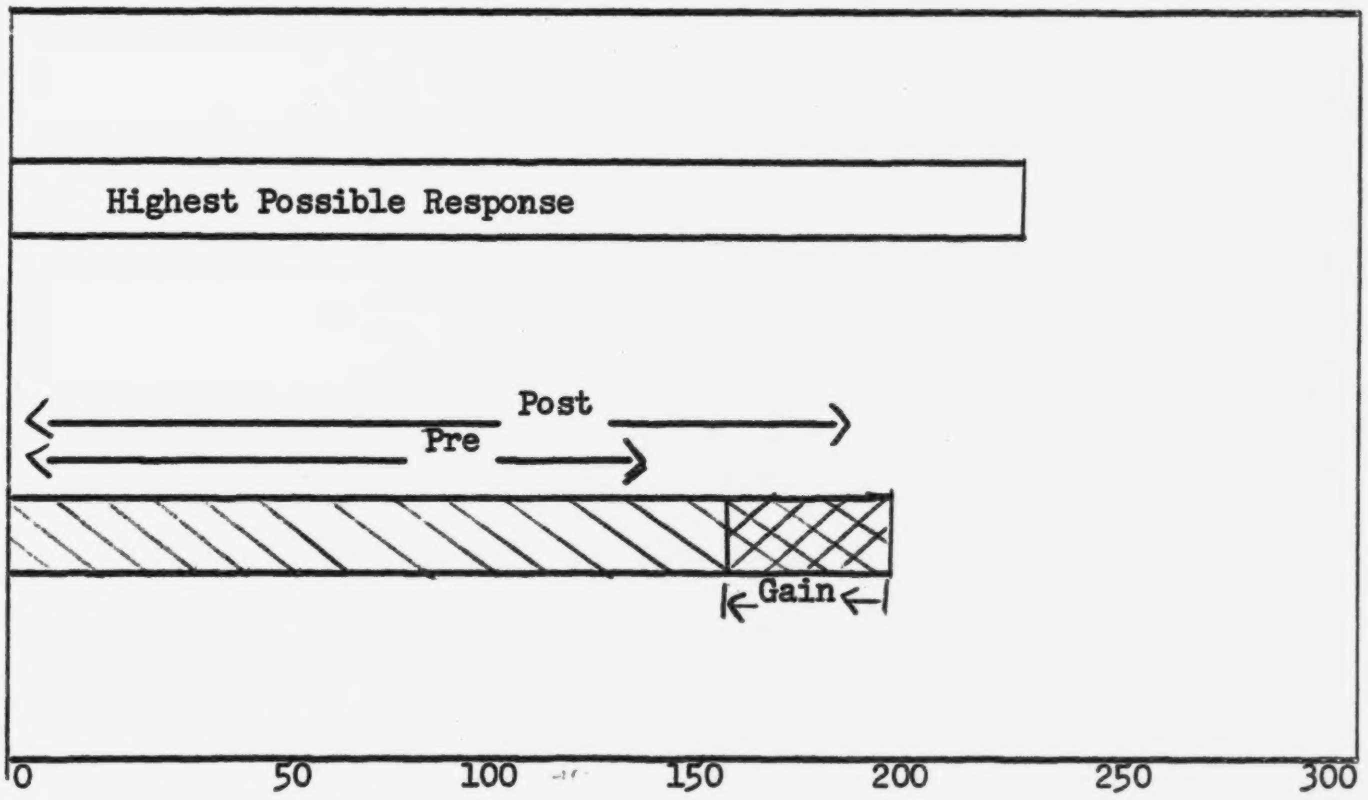


Table VIII

Home Economics - Use of Kitchen- Underachieving Group



Plastics

Special Education Group Table IX

Highest Possible Response	195
Pretest Score	111
Post test Score	158
% of Gain	61%

Approximately one half of this group had some experience with plastics prior to this summer school program. The teachers feel that even with this experience the students overestimated their knowledge and ability on the pretest. If this is true, the percent of gain may be even higher.

Underachieving Group Table X

Highest Possible Response	210
Pretest Score	147
Post test Score	180
% of Gain	22%

Better than half of this group had experience in plastics prior to entering this program. They also overestimated their knowledge of the area. Thus, the percent of gain might have been higher had these factors not been involved.

Table IX

Plastics - Special Education Group

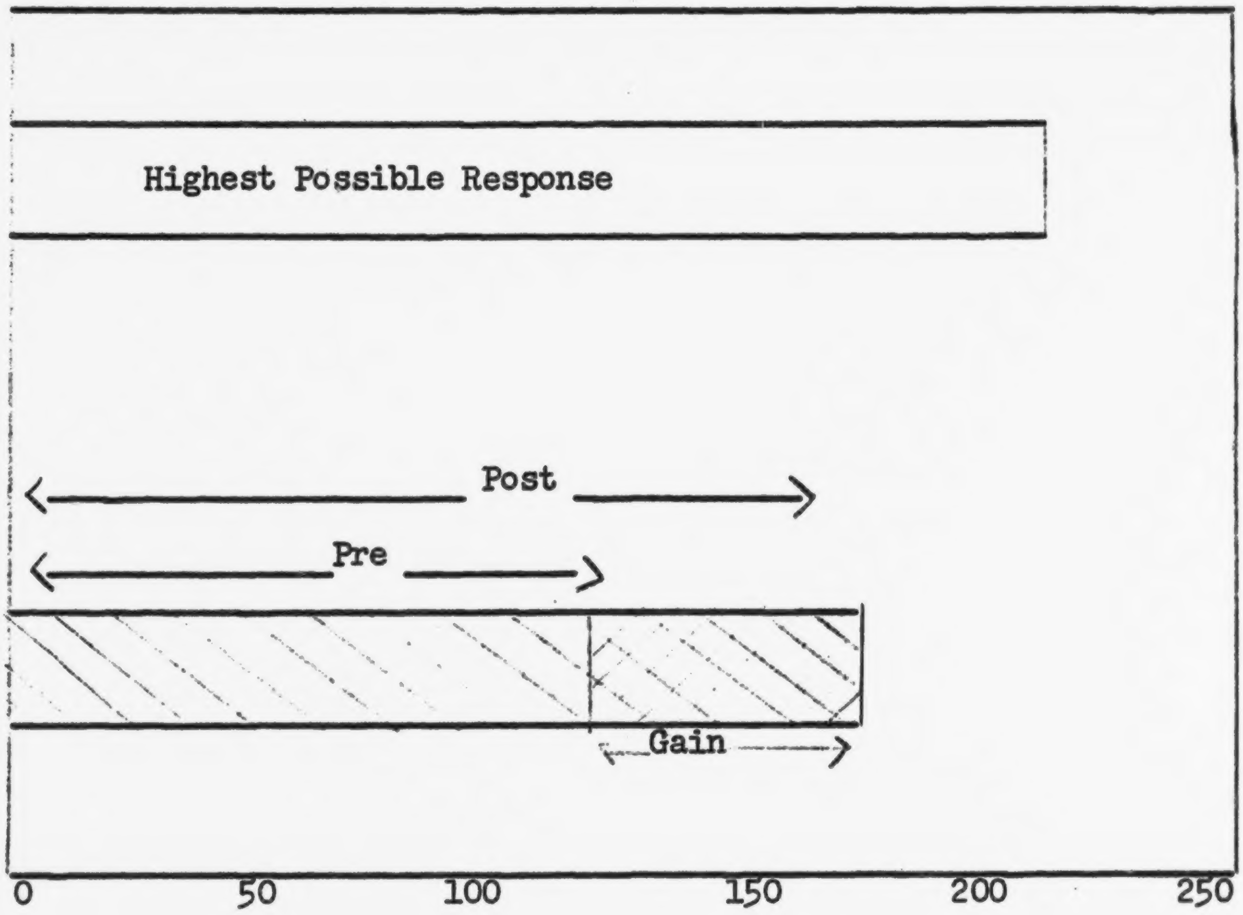
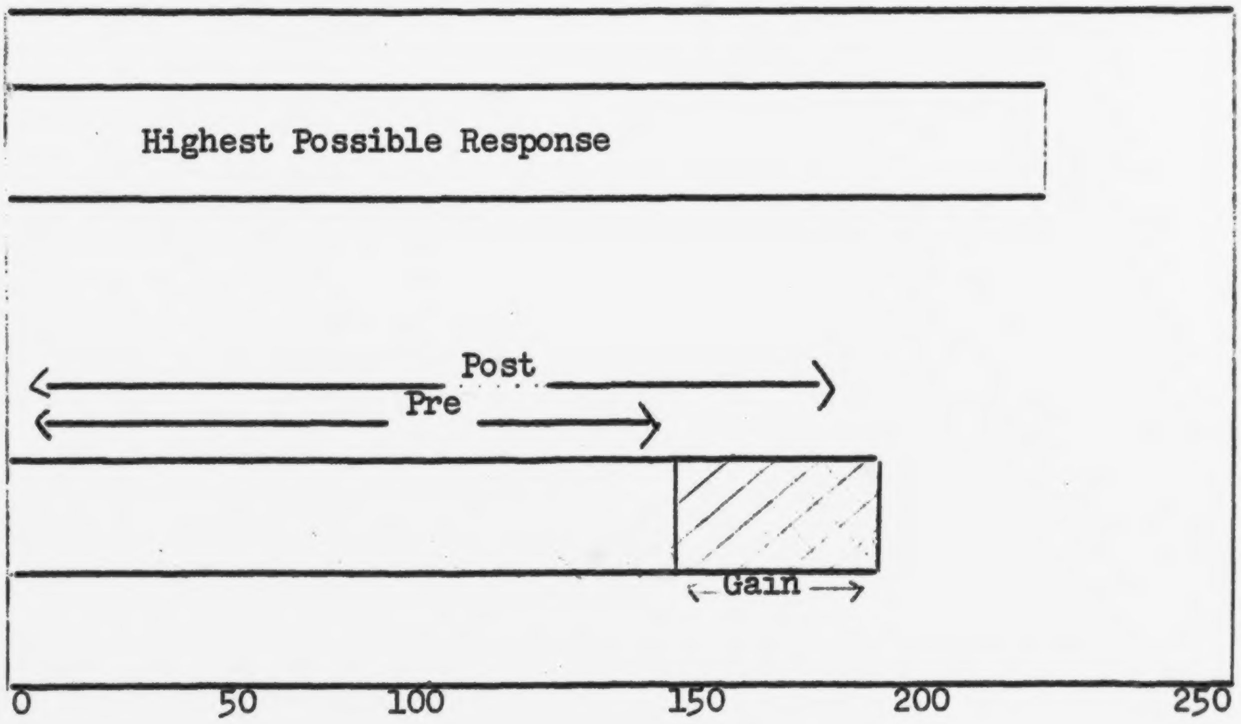


Table X

Plastics - Underachieving Group



Art-Metals

Special Education Group Table XI

Highest Possible Response	128
Pretest Score	43
Post test Score	89
% of Gain	107%

This unit, the third of the series presented to this group in the Trade-Work Experiences, was totally new to the group. The students' estimation of their knowledge in a subject area was also more realistic. The unit was presented to this group only and was constructed to provide a project the students could complete successfully and in a short period of time. The pride in successful completion of a product shown by these students made the unit well worthwhile.

Furniture Refinishing

Underachieving Group Table XII

Highest Possible Response	120
Pretest Score	44
Post test Score	106
% of Gain	140%

Most of the students had no previous experience in this area. This was the third unit presented to the underachieving group. They, too, were beginning to be more realistic in their estimation of their abilities and knowledge. However, the teachers did feel that the estimates were still high for the group. The students continued to show the need to do well on a test both in the pre and post tests.

Another factor attributing to the high percent of gain was the length of time spent on this unit. About one half of the time alloted for Trade-Work Experiences was spent on this unit.

Table XI

Arts Metal- Special Education Group

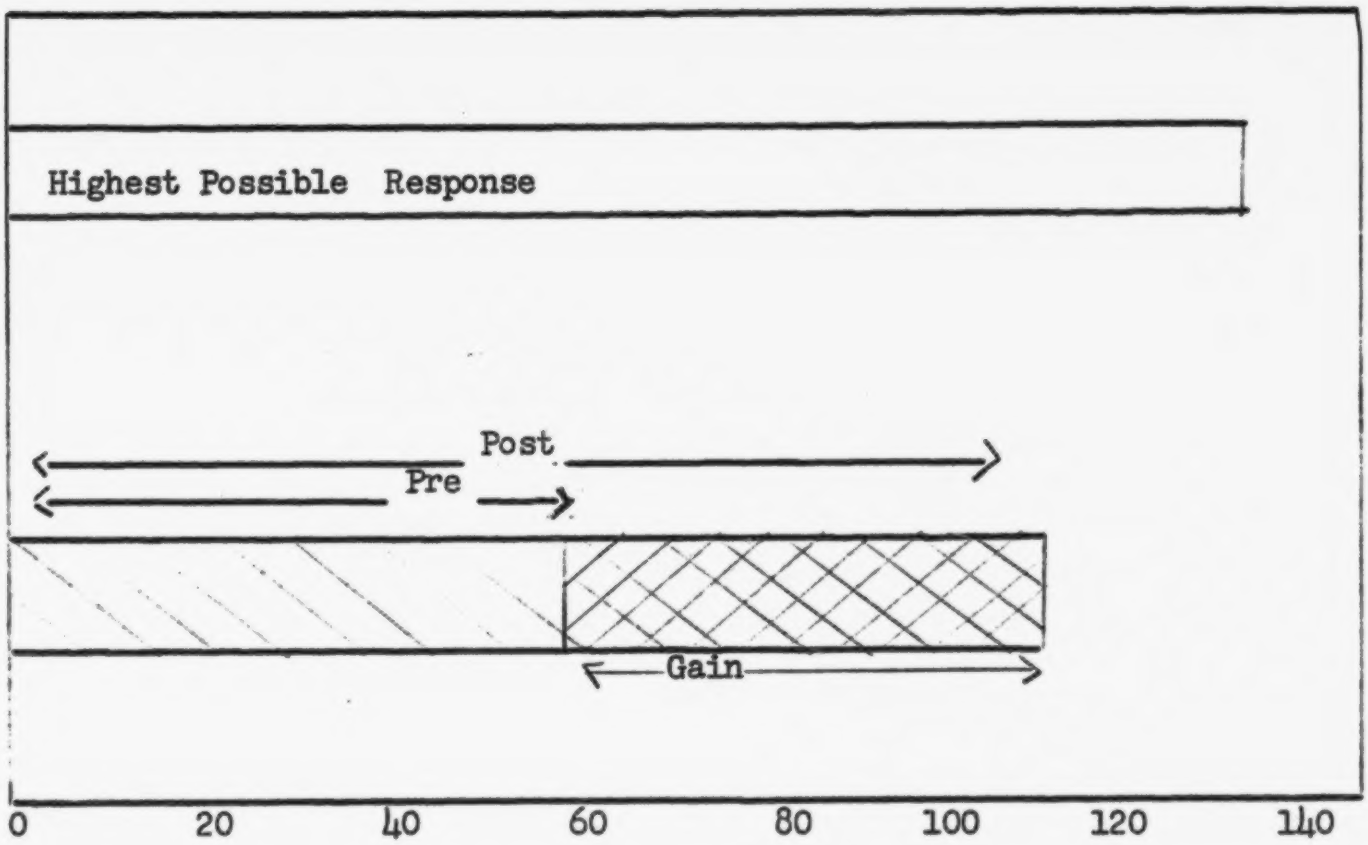


Table XII

Furniture Refinishing Underachieving Group

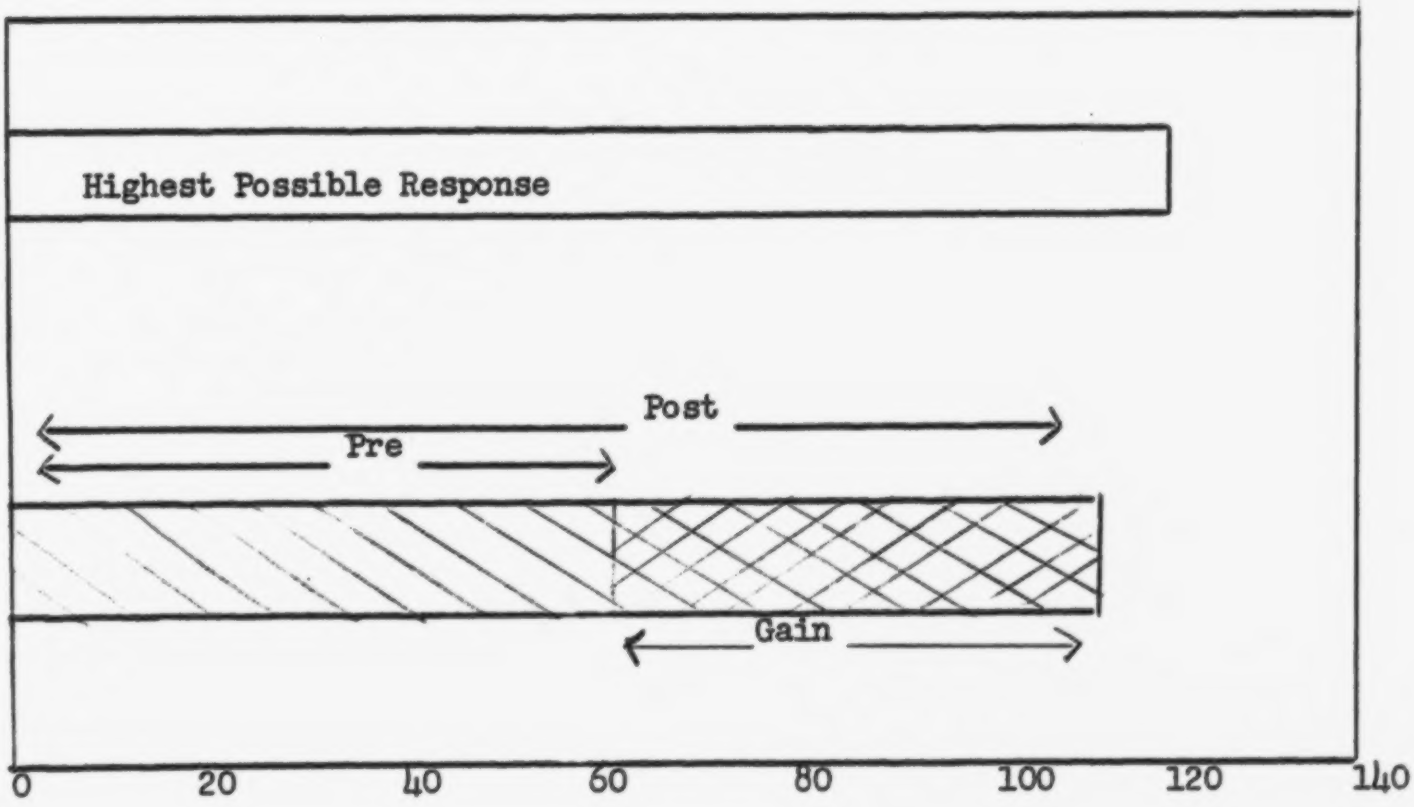
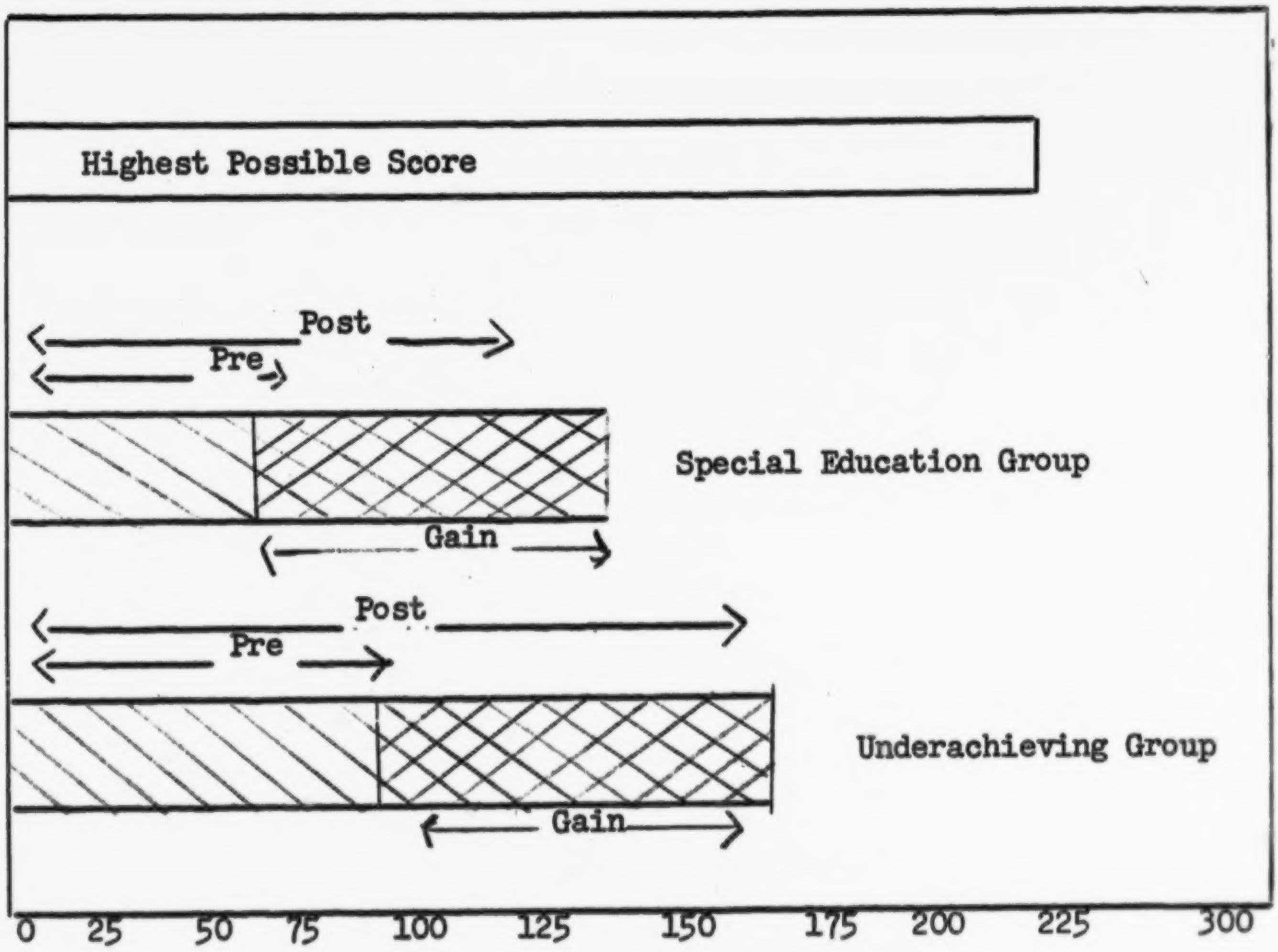


Table XIII

Electricity



Highest Possible Response	224
Sp. Ed. Group Pretest	41
Post test	100
% of Gain	144%
Underachieving Group Pretest	86
Post test	155
% of Gain	80%

This unit was totally new to the Special Education Group. There were students in the Underachieving Group who had been exposed to the area prior to this program. Thus, even though the presentation to the Special Education Group was extremely simplified, the achievement was quite high. Note may also be made that the Posttest achievement for the Special Education Group was very near the Pretest Score for the Underachieving Group. This indicates the need for different material presentation for each group.

Percent of Gain

Tables XIV through XIX refer to graphs indicating the percent of gain in achievement derived from a comparison of the Pretest and Post test scores for each group

Table XIV

Job Information Special Education Group

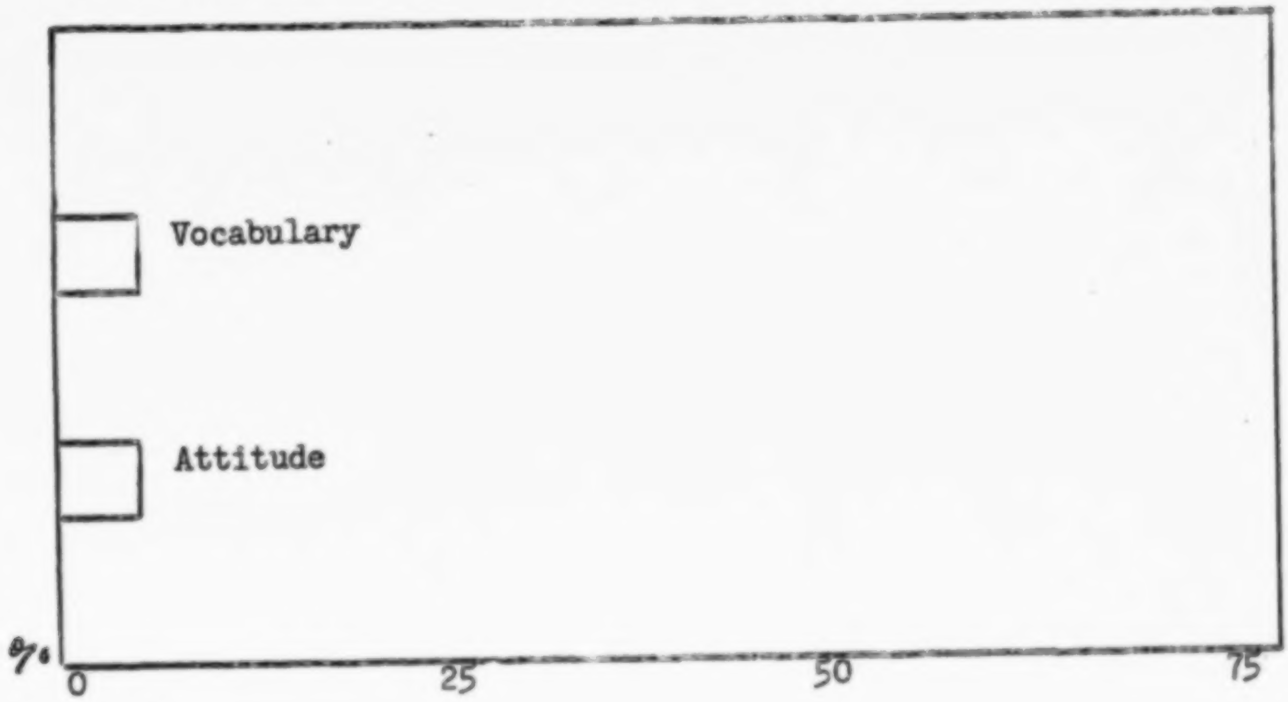


Table XV

Job Information Underachieving Group

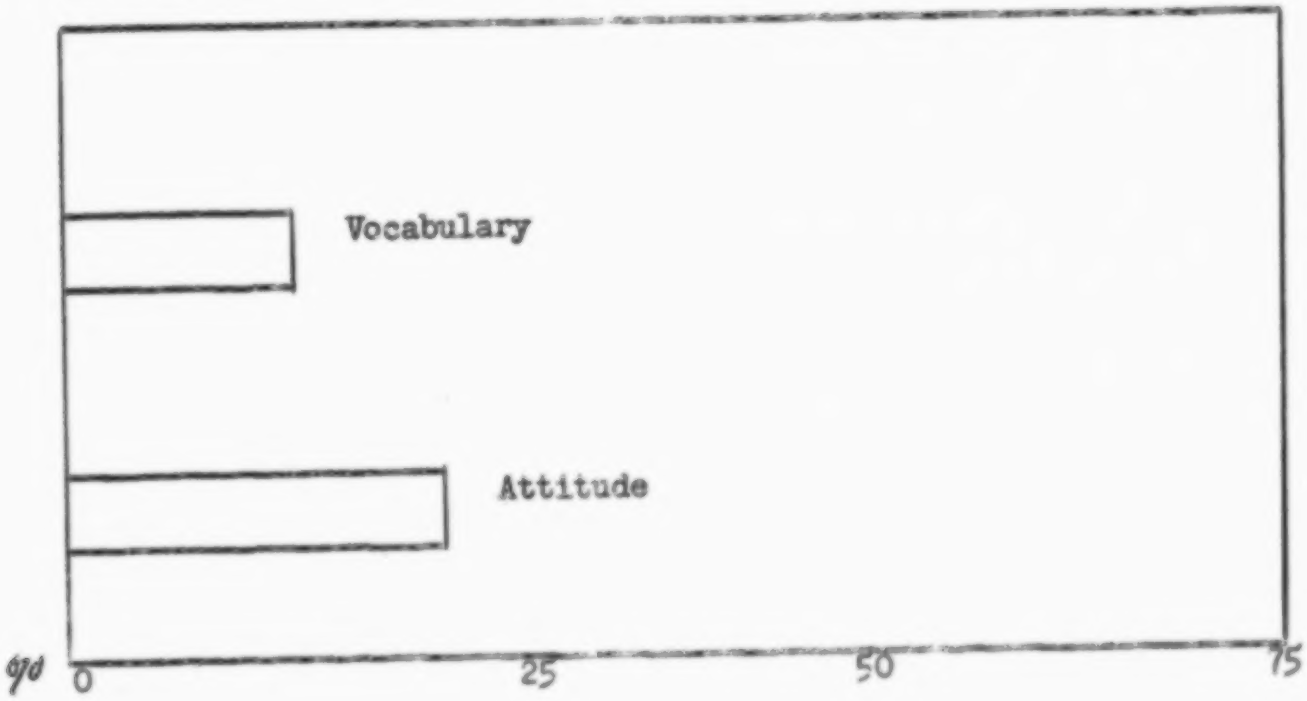


Table XVI

Home Economics   Percentage Gain-Special Education Group

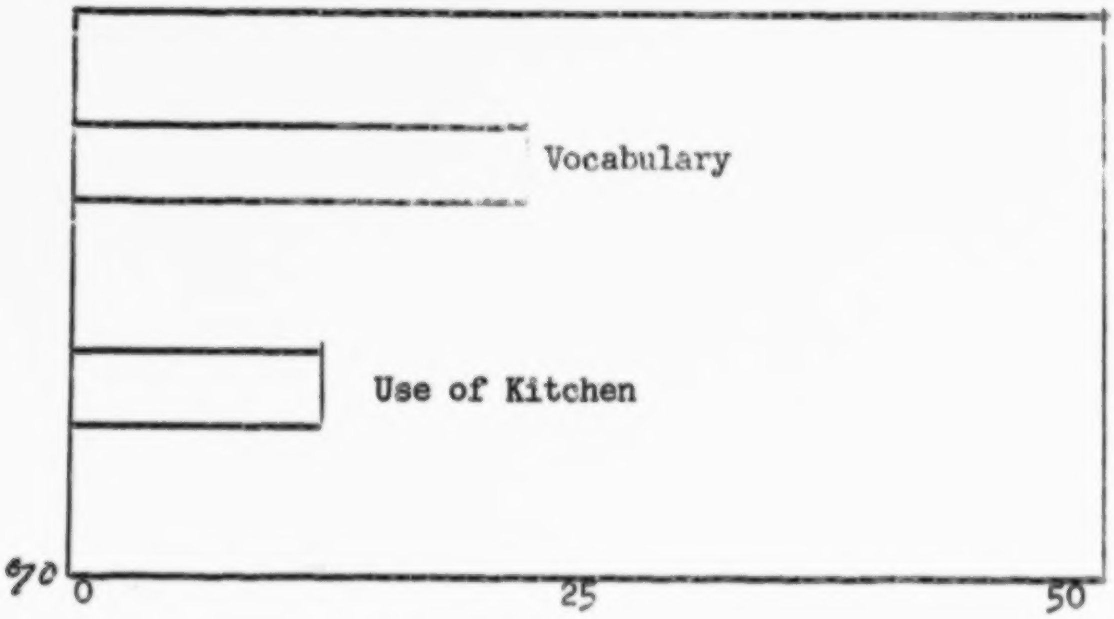


Table XVII

Home Economics   Percentage Gain-Underachieving Group

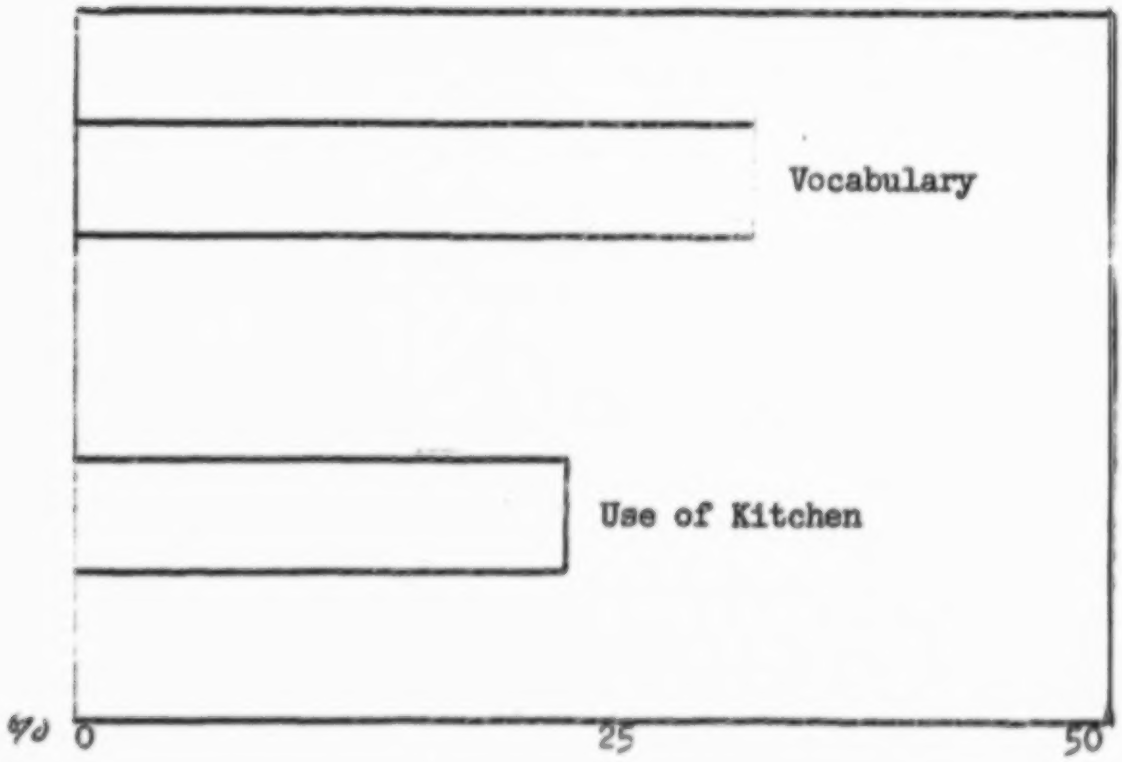


Table XVIII

Work Trade Experiences and Home Maintenance Underachieving Group

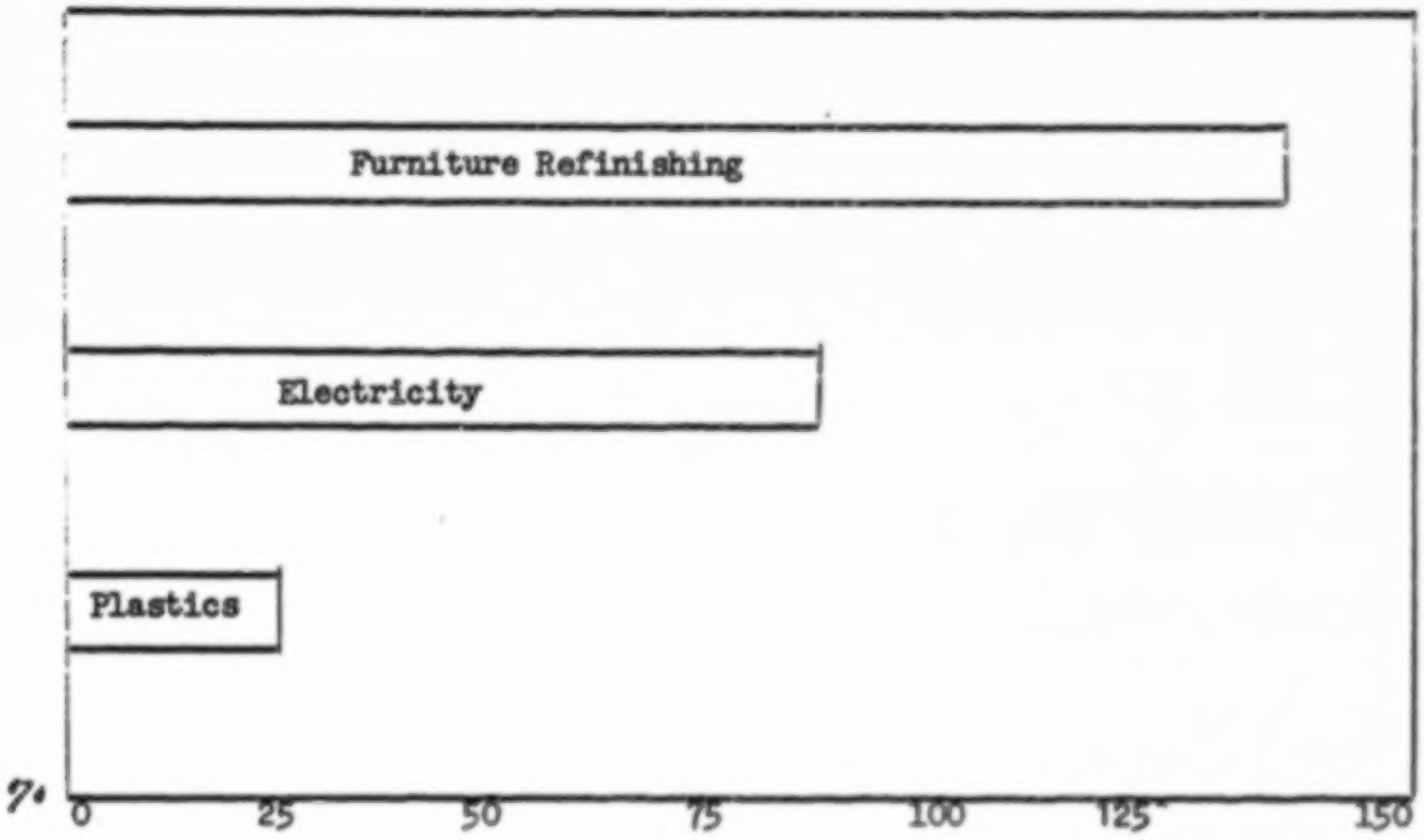
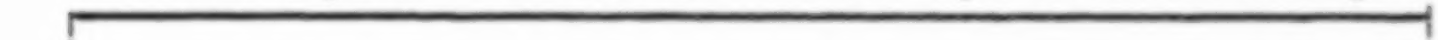


Table XIX

Work Trade Experiences and Home Maintenences Special Education Group



Observation Check List   Tables XX and XXI

The key and explanation for scoring of the Observation Check List may be found in the Appendix. There are innumerable possibilites for analysis with this evaluation instrument. A comparison of the initial observation (x) with the final observation (z) is made with the degree of improvement stated.

In the underachieving group, marked improvement was achieved in volunteering, in attempting and completing assignments, in completion of tasks, in working independently, in courtesy, thoughtfulness and in others coming to him for help. The over-all check list averages showed substantial improvement for the group as a whole. The specific areas in which the group made its greatest improvement are those which the teachers emphasized most during the course of the program.

Analysis of the check list for the Special Education group shows the initial rating in most items to be much higher than those given to underachievers. Also, the second observation (y) is often lower than the initial rating indicating the possibility that the standards of the raters had changed and probably become more realistic. In this case, greater improvement could be shown by comparing y and z rather than x and z as has been done.

Quality of ideas expressed, working well with others and going to others for help show the greatest gains in improvement for this group.

The small degree of improvement for many items in the special education group might also indicate a slower rate of learning generally common to this group.

Items (G,H,I,J,Ja and Jb) were not included in this analysis due to lack of agreement by raters as to "normal" and the meaning of the terminology used.

OBSERVATION CHECK LIST TABLE XX

RATINGS OF IMPROVEMENT - UNDERACHIEVING GROUP

		ITEM CHECKED	←LOW→			←AVER→			←HIGH→			Z - X	DEGREE OF IMPROVEMENT
			1	2	3	4	5	6	7	8	9		
I.	A.	BRINGS IN MATERIALS		X	Y	Z						+2	SOME
I.	BA	SPEAKS WHEN CALLED UPON			X	Y		Z				+3	SUBSTANTIAL
	BB	VOLUNTEERS	X			Y		Z				+5	MARKED
	BC	QUALITY OF TALKING				XY	Z					+1	LITTLE
	BD	QUALITY OF IDEAS			X	YZ						+1	LITTLE
I.	CA	LISTENING ATTENTION SPAN				X	Y	Z				+2	SOME
	CB	WORKING ATTENTION SPAN			X	Y		Z				+3	SUBSTANTIAL
									AVERAGE I.			+2.43	SOME
II.	A.	ATTEMPTS ASSIGNMENTS				X	Y	Z				+4	MARKED
	B.	COMPLETES TASKS				X	Y	Z				+4	MARKED
	C.	COMPLETES ASSIGNMENTS			X		Y		Z			+5	MARKED
	D.	NEAT AND ORDERLY IN WORK			X		YZ					+2	SOME
	E.	INDEPENDENT WORKER			XY				Z			+4	MARKED
	F.	WORKS WITH OTHERS					X		YZ			+2	SOME
									AVERAGE II.			+3.5	MARKED
III.	A.	KNOWS HOW TO USE MATERIALS				X	Y		Z			+3	SUBSTANTIAL
	B.	KNOWS WHERE TO FIND MATERIALS				X	Y		Z			+3	SUBSTANTIAL
	E.	CARE OF MATERIALS				X	Y		Z			+3	SUBSTANTIAL
									AVERAGE III.			+3	SUBSTANTIAL

OBSERVATION CHECK LIST TABLE XX (CONT.)

RATINGS OF IMPROVEMENT - UNDERACHIEVING GROUP

ITEM CHECKED	← LOW →			← AVER →			← HIGH →			Z - X	DEGREE OF IMPROVEMENT
	1	2	3	4	5	6	7	8	9		
IV. PERSONAL APPEARANCE					X	YZ				+1	LITTLE
AVERAGE IV.										+1	LITTLE
V. A. WORKS WELL WITH OTHERS			X		Y	Z				+3	SUBSTANTIAL
B. LEADERSHIP			Y	X		Z				+2	SOME
C. FOLLOWER				X	Y	Z				+2	SOME
D. COURTESY			X		Y		Z			+4	MARKED
E. THOUGHTFUL			X	Y			Z			+4	MARKED
F. GOES TO OTHERS FOR HELP			X		Y	Z				+3	SUBSTANTIAL
G. OTHERS COME TO HIM FOR HELP		X	Y			Z				+4	MARKED
AVERAGE V.										+3.14	SUBSTANTIAL
AVERAGE I. - V.										+2.59	SUBSTANTIAL

OBSERVATION CHECK LIST TABLE XXI

RATINGS OF IMPROVEMENT - SPECIAL EDUCATION GROUP

		ITEM CHECKED	←LOW→			←AVER→			←HIGH→			Z - X	DEGREE OF IMPROVEMENT
			1	2	3	4	5	6	7	8	9		
I.	A.	BRINGS IN MATERIALS		XY		Z						+2	SOME
I.	BA	SPEAKS WHEN CALLED UPON				XY		Z				+2	SOME
	BB	VOLUNTEERS		Y	X	Z						+1	LITTLE
	BC	QUALITY OF TALKING			XY	Z						+1	LITTLE
	BD	QUALITY OF IDEAS		X		Y	Z					+3	SUBSTANTIAL
I.	CA	LISTENING ATTENTION SPAN				X	Y	Z				+2	SOME
	CB	WORKING ATTENTION SPAN				X	Y	Z				+2	SOME
											AVERAGE I.	+1.85	SOME
II.	A.	ATTEMPTS ASSIGNMENTS					Y		XZ			0	NO
	B.	COMPLETES TASKS					Y	X	Z			+1	LITTLE
	C.	COMPLETES ASSIGNMENTS					Y	X	Z			+1	LITTLE
	D.	NEAT AND ORDERLY IN WORK					X	YZ				+1	LITTLE
	E.	INDEPENDENT WORKER				Y		XZ				0	NO
	F.	WORKS WITH OTHERS					Y	XZ				0	NO
											AVERAGE II.	+0.50	LITTLE
III.	A.	KNOWS HOW TO USE MATERIALS				Y		X	Z			+1	LITTLE
	B.	KNOWS WHERE TO FIND MATERIALS						XY		Z		+2	SOME
	E.	CARE OF MATERIALS						XY		Z		+2	SOME
											AVERAGE III.	+1.67	SOME

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OBSERVATION CHECK LIST : TABLE XXI (CONT.)

RATINGS OF IMPROVEMENT - SPECIAL EDUCATION GROUP

	Item Checked	← Low →			← Aver →			← High →			Z - X	Degree of Improvement
		1	2	3	4	5	6	7	8	9		
IV.	Personal Appearance						X	Y	Z		+2	Some
	Average IV.										+2	Some
V.	A. Works well with others					XYZ					0	No
	B. Leadership			XY	Z						+1	Little
	C. Follower				X	YZ					+1	Little
	D. Courtesy							XYZ			0	No
	E. Thoughtful					X	YZ				+1	Little
	F. Goes to others for help					XY		Z			+2	Some
	G. Others come to him for help			Y	XZ						0	No
	Average V.										+0.71	Little
	Average I. - V.										+1.35	Little

Observation Check List

The observation check list (See Appendix) was developed for this project by the teachers with the aid of an evaluation consultant. The purpose of this instrument was to obtain a rating of student performance to determine if any progress had resulted after several sustained periods of instruction. The technique used is commonly referred to as clinical observation. It was predetermined that at least three evaluations must be made during the six week program with the appraisals to take place after the first, third and sixth weeks. Four teachers participated in the ratings for each child. This resulted in four ratings on each item for each student observed.

In any research project there is always some attrition to be expected in the sample population size. This always necessitates some adjustment in the reporting procedure; therefore, only those students who received ratings all three times have been included in this analysis. During the three evaluation periods only seven students received less, and they were all observed twice. Several reasons were noted as causing the reduced number of evaluations: (1) dropping from the program; (2) vacations; and (3) being absent for more than fifty percent of the time alloted for rating.

After the initial rating had been concluded, the instructors were in accord that the reliability of the results was affected downward because: (1) during a period of acquaintance of one week, teachers cannot become familiar enough with their students to evaluate them with a high degree of accuracy; (2) in cases where specific observations had not been made, the benefit of the doubt was given the student and he was, therefore, rated higher than he might have been otherwise; and finally (3) the teachers tended to be more lax in the standard required for excellent and good ratings during the first observation that they were as the program progressed. Factor number one previously mentioned operated as a depressor variable during the whole program.

Rating of observations of the group was difficult in terms of a significant noticeable change due to the short period of time covered by the entire program. Over a period of an entire academic year, this instrument might prove a very useful tool in the evaluation of student progress because the strength of this variable, which compound results would be reduced.

Several recommendations were made by the teachers concerning the construction, format and use of the observation checklist to improve its use as an evaluation instrument in future programs of this nature. Figure 1:1 may be used to make comparisons of the recommended changes in regard to the format or organization of the instrument.

Recommendations:

1. The items in Section V (H,I,J, Ja, and Jb) should be discussed analytically by the observers to determine consistency in the

meaning of the terminology used as well as what part of the scale is within "normal" limits. For example, is it normal for inferior attitude V(I) to be NEVER or SOMETIMES? Also, how adequate is the rating scale for this kind of observation? It should be pointed out that although these items are included on the total observation check list, they were totaled and graphed separately due to the use of a different rating scale.

2. The item V(C) Follower should be divided into two items, one: Follower in terms of a quality continuum and two: Follower in terms of quantity.

3. To add to the ease in reading by observers, the Roman numerals and subtopic numerals should be eliminated. Further, I, Class Participation, I(B) Oral contributions, I(C) Attention span,etc., might be eliminated since these areas are rated in subtopics and, therefore, the eye must pass over them but leave them blank.

4. Section II(F) Works with others, is unclear and was easily confused with item V(A), Works well with others. These items should be clarified in meaning as: II(F), Academically works with others, and V(A), Socially works well with others.

5. Items to be added to the checklist include:

   a. Promptness (tardyness)
   b. Attendence
   c. Independent initiative
   d. Pride in work well done
   e. Ability to accept criticism
   f. Enthusiasm
   g. Attitude
      (1) toward teachers
      (2) toward classwork
      (3) toward peers

   h. Dependability
   i. Honesty
   j. Comes prepared for each class
   k. Neatness of personal possessions

   Under II(A) Quality of attempt
   Under II(B) Quality of completion
   Under II(C) Quality of assignment

6. Section III, Materials, may need to be adjusted to fit the course in which the student in being observed.

7. The order of listing of items should be changed to separate personal characteristics from academically oriented characteristics.

8. This check list could be used as a report card to be given to the student in lieu of a grade. If used in this manner, the first rating should be on a high enough standard that progress may become evident in later ratings. The instrument may also be used to motivate because the student is constantly being evaluated in a meaningful way, and he has access to results which are lucid in connotation. At least one excellent or good on the sheet at each rating would aid this purpose.

9. The terms in item IV, Personal Appearance, should be changed to Neatness of appearance as quality might otherwise enter into the rating.

10. If the check list is used as a report card, parents would receive a duplicate report on the child without a grade pressure attached, and as evaluations are made previous ratings may be compared with the latest.

11. The instrument encourages the teacher to be constantly observant. Counselors and others engaged in student appraisals may avail themselves of the device also.

12. The check list is an excellent reference for use by co-ordinators of work-study programs.

13. Finally, the check list could be used for future employee recommendations from the school as well as for an employer's rating sheet with adjustments so as to apply to the particular business.

A final comparison should how be made between the original observation schedule and Figure 1:2 the new instrument with suggested structural changes. Much of the early design has been retained, however, the recommendations for future use have been made.

EVALUATION

Students

The program was designed to meet the needs of handicapped and underachieving students. The school counselors became aware of the proposed program through presentation of information and objectives at a regular scheduled counselors meeting. Local welfare agencies were contacted by phone and applications were made available to them through the mail. Teachers of Special Education classes were aware of the program through its presentation at a regular meeting of these teachers. With all of this publication and announcement of the program in the newspapers, 60 applications were received. Of these, 35 students registered for classes on the first day.

Many of the students who applied found that they needed more than the one half credit given for the course. Others who showed an interest in the program were too young. Also, many of the teachers of the underachieving students were not aware of the program and thus could not encourage it.

The curriculum was presented in a manner which gave the teachers leeway to develop and incorporate ideas of their own, thus, encouraging innovation and experimentation with the materials. Additions, corrections, and recommendations applicable to specific lessons have been included in the curriculum.

The resources of the local community were used in two very important ways. Field trips were taken and arrangements were made for guest speakers. The response of the business men was extremely good and in general they related well and easily to the students. These individuals were an important factor in the success of the program. They aided in the coordination of the Home Economics, Vocational and Trade-Work Experiences areas. Also, their reiteration of classroom discussion made the program more meaningful.

Teachers and Teaching Methods

The background of the staff contributed both to the development of the curriculum and its presentation:

Areas represented included experiences in:

1. Teaching Special Education classes (EMH,; physically handicapped, perceptually handicapped, deaf and hard of hearing).
2. Teaching of Industrial arts at the Junior High level.

3. Home Economics
4. Counseling in the Public Schools
5. Mathematics for underachievers
6. Coordinating of work-study programs
7. Business education
8. English
9. Elementary education

The teaching atmosphere was quite informal. Classes were held in the Home Economics labs., in the Trade-Work Experiences labs and in one classroom in the school facility. The desks in the classroom were arranged in an informal semi-circle. This informality and the attempt by the teachers to relieve as much academic pressure as possible is encouraged for future classes of this kind. It is felt that the philosophy of "lowered pressure", academically, among peers, in grades, etc. aids student motivation considerably. Although grades were given at the end of the course due to the credit involved, no mention was made of them during the program. The students had been told prior to the program that their grade would be based primarily on their attendance and attitude, thus relieving pressure of competition of achievement.

The team teaching system is extremely successful in this program. The use of one male and one female teacher in the make-up of the team is also highly recommended since identification was made more readily with one by some of the students than with the other. Also the abilities and natural interests of the male and female teachers made the team more effective. Students received more individual help due to the team approach and the program was more flexible, again due to the team teaching. Bulletin boards proved to be another motiviational device which won wide student participation and interest. The students worked in groups to create bulletin boards. They gained much information from newspapers, magazines, etc., while they were in search of material for display. These bulletin boards could also be used to develop attitudes in the area of group guidance through the use of cartoons and quotations. Hand-eye coordination training might also be involved here along with balance appeal and esthetics of appearance.

Pupil Attendance

The students came from all over the city of Springfield to attend the program and were required to provide their own transportation. This was a deterent to many who might have been interested in the program initially but could not provide transportation.

Two of the students attended regularly from communities in the county. Two more remained in an undesirable foster home situation so that they could complete the program. Those students who were camping in the near area had their parents bring them to class each day. Several students who were absent for a period of time due to apparent lack of interest returned after several phone inquiries to them concerning their reason for absence. Their attendance record became perfect and a definite attitude change was noticeable.

The percentage of attendance for the group as a whole was: 90.6%; for the Special Education group, 96%; for the Underachieving group, 85.2%.

The percentage of dropouts for the group as a whole was: 20%; for the Special Education group, 11.8%;; for the Underachieving group, 27.8%.

Reasons for absences included: vacations, work, illness, and truancy. Reasons for dropout included: jobs (2 students); court involvement (1 student); poor peer relationship (1 student); lack of interest (2 students); and transportation difficulty (1 student).

Pupil Discipline

This is another area in which success of the curriculum and its presentation was noticed. Within a group where discipline might become somewhat difficult, there were few problems. Student-teacher relationships were felt to be excellent and interpersonal relationships among the students were also good. Since the students were drawn from all over the district, many of them were new to each other and close friendships had not developed to the extent of causing a jealousy factor.

The staff indicated the feeling that the atmosphere of the group was generally apprehensive during the first few days. During this period of time guidelines as to the structure of the program and the behavior expected were outlined. Since students were not required to attend the program they were told that if they did not conform, they would simply be asked to leave. This was never necessary. The group remarked several times that they found the program very different and much more relaxed than the "school" they had expected through their experience with the regular academic year.

The consistency of the teachers in their discipline is considered extremely important.

RECOMMENDATIONS FOR FUTURE PROGRAMS OF THIS NATURE

In order to even to begin to scratch the surface of the material which might be used in a program such as this has been, much more time is needed. Thus, the major conclusion of this staff is that the program should be incorporated into the regular academic school curriculum for Special Education students, slow learners, and underachieving students.

Since many of the students who do reach ninth grade are already sixteen or very near the age when they can drop out of school, the staff recommends placing such a program into the school schedule as low as the seventh grade and possibly in the sixth grade as underachievers (those students two years behind in grade whose IQ tests within "normal limits") are already thirteen. If the program were successful in its goals of attitude improvement and exposure to the world of vocations, these students might then be better prepared to remain in school and enter the many vocational programs available when they achieve junior standing and age sixteen.

Recommendations have been made by the staff for possible course curriculum. They include the following:

1. Mathematics- applied practical math with much of the material derived from the situations applicable to vocational, shop, and home economics courses. This might include areas such as buying, budgeting, banking, measurement, payroll deductions, elementary economics, etc. A cartoon and illustration is recommended as a possible teaching tool in development of a text for this course, particularly for underachievers.

2. English- The teacher for this course needs a background in remedial reading with special emphasis in perceptual problems related to reading. Conversational English and general sentence order rather than emphasis on parts of speech are recommended.

   The use of a tape recorder and role playing might be highly useful tools in teaching this course. Reading materials and skill building work should possible include a high percentage of vocationally oriented material.

3. Social studies- The emphasis in this area might well be primarily vocational in nature. This could include job exploration, urban living and its problems, elementary economics and geography. Cause-effect history could be taught in relation to this area.

4. Science- Practical and applied science as related to everyday living situations and those to actually be uncovered in other

classes or in future work should be included. Materials from pharmacy, dentistry, weather bureaus, medical groups, public health agencies, and local business might be used to develop the text to be used.

5. Group Guidance- This area is recommended highly by the staff due to the nature of the students involved. The curriculum materials in Personal Development for this program barely opened the door to the need or the possibilities for a course in group therapy.

6. Trade-Work Experiences- To the areas introduced this summer, power mechanics, power transportation, home maintenance-expanded, upholstery, small trades discussion and experience, block laying, etc, might be added. The objective in this course also would be job exploration through exposure to the many possibilities in the area. Improvement of attitudes concerning care of home and personal property might also be derived from this area.

7. Home Economics- To the area of foods and food service might be added fabrics and the vocational possibilites in this area, assembly line work in foods and fabrics, laundering of all types, production and repair in fabrics, etc.

8. Physical Education- These course recommendations might well be interwoven and overlapped. The specific mechanics of their construction are beyond the scope of this project.

It must be noted, however, that few if any texts have been written which would completely meet the needs of Special Education students, slow learners, or underachievers in reading level, format, and course content. The job of producing these materials would be a big one.

Flexibility in this recommended program might be achieved by working in large blocks of time with the use of multipurpose field trips and speakers.

The use of a team of teachers assigned to the group as a whole who have a versatile background is highly recommended. This team would work closely in coordination of the entire program.

A unit of twenty-five students per class with smaller classes in areas such as reading is recommended with the use of the basic team teaching system. Due to the differences in basic knowledge,conceptual abilities and general attitude, it is further recommended that slow learners be carefully screened and separated from underachievers and that the teaching materials as well as curriculum be geared specifically for each group.

Student comments and recommendations for the program are included in the appendix.

PART II

CURRICULUM

GENERAL SCHEDULE

June 12-16, 1967

June 12- Orientation and acquaintance with program and students

Vocational- Grooming

Personal Development- Pre Tests

Home Economics- Acquaintance with kitchen and "Why We Eat"

Shop- Plastics

Speakers- Tuesday- "Grooming"
Owner of Beauty Salon
Employer of local business
Wednesday-CILCO representative-Orientation to the range and safety in its use

June 19-23, 1967

Vocational- Plan for Job Hunting - Employment Agencies

Personal Development- Living With Fears

Home Economics- Basic Foods

Shop- Plastics- Special Ed. Group
Electricity- Underachievers

Speakers- Wednesday- State Employment Agency
Manpower, Inc.
Thursday- Personnel- State Department

Field Trip- Friday- State buildings with vocational emphasis on tour.

June 26-30, 1967

Vocational- What to Look for in a Job

Personal Development- Living With Fears (cont)

Home Economics-

Shop-

Speakers- Thursday- Local Unions

Field Trip- Tuesday- Boys: Park Avenue Body & Paint Shop
Gietl Brothers Auto Shop

Girls: Myers Brothers
Springfield School of Beauty Culture

July 3-7, 1967

Vocational- Getting A Job

Personal Development- How Other People See Things
My Neighborhood

Home Economics- Cooking Terms

Shop- Furniture Refinishing

Speakers- Friday- Lawn Care & Professional Landscaping

July 10-14, 1967

Vocational- Continue with Unit working on

Personal Development- Getting to Know Myself & Where To Go For Help

Home Economics- Continuation of Cooking terms & discussion
Demonstration of Waitress and Bus Boy jobs

Shop- Furniture Repair and Refinishing-Underachievers
Metal Crafts- Special Ed. Group

Field Trip- Tuesday- Heritage House kitchen
Holiday Inn room service

July 17-21, 1967

Vocational- Job Interview

Personal Development- My Family & Past Tests

Shop- Furniture Repair & Refinishing- Group II
Metal Crafts - Group I

Home Economics- Variety in foods

Career Day- Thursday- Speakers-students and young adults working in job areas for which students might be fitted for now.

Field Trip- Monday- Bunn Farm-8:30-11:45

Curriculum-First Day

Topic: First Day
Dates: June 12, 1967
Number: 1

MATERIALS

I. Orientation

1. Introduction of class members and name tags.
2. Physical Plant
3. Class Purpose
4. Rules and Regulations
5. Break-15 minutes at end of 45.
6. What would you like to see--
7. School Supplies needed-
    - a. Pencils
    - b. Loose leaf notebook divided in 3 sections-dividers
    - c. Aprons-old shirt for shop

Teacher Comments

There is a definite need for more preparation and organization for this day.

Problems arose due to the fact that 50% of those who had applied for the classes actually arrived.

Too many "listening" activities were planned.

More student activity is needed to really capture student interest and enthusiasm.

The question, "What would you like to see?" might be lead into with some concrete suggestions in worksheet form to give a better motivation for discussion.

Why Do People Work
Topic

June 12-16 — 1
Dates — Number

MATERIALS

I. Group Discussion- Why Do People work?
  A. If you have ever worked why did you?
  B. If you could get a job today, would you take it?

II. Why do people work-such points as the following might be expressed or discusses by the students:

  A. Monetary gain (see enclosed sheet)
  B. Personal Recognition
  C. Work Recognition
  D. Achievement
  E. Feeling Important
  F. Self satisfaction
  G. Security
  H. Education

III. Present Questionaire- Achievement

A. We might ask a question. Is there a common denominator for all these wants which "drive" a person to work instead of "driving" him to loaf? Is there some want common to all wants? Yes, the one inner wants and urges common to all inner wants and urges is this: "Every man wants to achieve and keep his sense of personal worth." He wants self respect and satisfaction which comes from self esteem.

Teacher Comments

Underachieving Group

I and II were considered by the teachers of this group as a weak beginning. The motivation for discussion of I A and I B should be much more highly structured with definite lead in questions and possibly some worksheets that might prove thought provoking before discussion begins. For many of these students, this is new to them and then they have no experience from which to draw.

Monetary gain is a new experience and thus the value of this must be built .

Personal recognition those students don't get at home or at school and it is a definite aim in these classes. The same is true of work recognition since quality of academic work particularly is poor. Thus their feelings of achievement, importance, self satisfaction, and security are low and need special emphasis on working with these students. Educational value is low and the parents often don't see its value.

III was difficult to discuss since many parents of these children lack "drive" and thus its importance for the students is questionable.

Richter, Adult Educational Occup. Essen, pp. 2-3

MATERIALS

Teacher Comments

Here again development of the trait and then discussion of it would have been much more meaningful.

It was discovered in discussion that the children did consider some of their home habits as poor. Ex:

1. Did not pick up after themselves
2. Did not do chores, if assigned regularly.

The students appeared to want more responsibility and supervision in their homes.

Special Ed group

The discussion on I was excellent particularly due to the fact that several members of the class had participated in a similar program during the summer of 1966. II and III terms were meaningless to this group also and need to be developed as a part of the curriculum

Worksheets

1. Why Do People Work-used mainly for teacher information in both groups.
2. Employment Education Quiz and Why People Work.

The format of the worksheets Employment Education Quiz and Why People Work was excellent for underachievers. However, reading attention span for Sp. Ed. group was taxed heavily with this material. The latter worksheets leads into several areas such as budgeting, money, individual spending, and income tax.

WHY DO PEOPLE WORK

Group discussion- Why do people work?
If you have ever worked, why did you?
If you could get a job today, would you take it?
Why?

Why do people work- such points as the following might be expressed or discussed by and with the students.

1. Monetary gain-
   It is only natural that we would want money. With money, we can buy the material necessities for life. It must be remembered, however, that the amount of money we make is usually dependent upon the kind and amount of service we can offer that employer or benefit the company.

2. Personal recognition-
   We desire that people enjoy our company, understand us, appreciate us, realize our abilities and make us feel worthwhile. Performing work can be a means of selling yourself and all of your qualities.

3. Work recognition-
   We like credit. We want and desire it--inside anyway.

4. Achievement-
   It is surely a natural instinct in man to want to achieve and to accomplish, however, you must have a goal to work for. If you are not aiming for something you surely will wander aimlessly and possibly achieve nothing. Work can be the best and most enjoyable path to follow to attain your goals in life.

5. Feeling important-
   We want to be a part of something. We want to belong. We want to feel that we are important as we work in the company.

6. Self-satisfaction-
   We work just to make something of ourselves.

Discussion Groups

The group of students in class may be divided into smaller groups. The instructor selects a chairman at random and has the chairman select a reporter for the group. Each reporter tells the total group of their findings. After all the groups have reported, have a general discussion. If there is a disagreement, suggest a reservation of judgment until a later date. The instructor should make a record of answers for future use and discussion.

EMPLOYMENT EDUCATION QUIZ

One way to know what job is best for you is first to know yourself well. It may surprise you to learn that sometimes people know more about you than you know about yourself.

This sheet, with all its questions, will help you to "see" yourself if you give honest answers.

Part A
A QUIZ TO HELP YOU GET READY FOR THE JOB YOU WOULD LIKE TO HAVE

Answer each question "yes" or "no"

_____ 1. Do you get angry quickly?

_____ 2. Do you listen to others when they speak?

_____ 3. Do you speak clearly so that you do not have to be asked to repeat what you say?

_____ 4. Do you talk when someone else is talking?

_____ 5. Are you always on time when you have to meet someone?

_____ 6. Do you always come to school on time?

_____ 7. Do you have to make up excuses for not doing your homework?

_____ 8. Do you get angry when you are punished by your teacher?

_____ 9. Are you polite to your teachers?

_____10. Does your teacher have to correct you many times for not behaving yourself?

_____11. Do you always have with you your books and pencils that you will need?

_____12. Is your notebook always neat and in order so that you can find your work quickly?

_____13. Do you ask to go to the boys' or girls' room during class time as an excuse to get away from working in class?

_____14. Do you stay with the work that you have to do until you finish it?

_____15. Do you let your teacher know if you don't understand what you have to do?

_____16. Do you always say "Thank you", "Excuse me", "Please", "Sir", and other polite words?

_____17. Are you careful about the way you dress?

_____18. Is your hair always combed neatly?

_____19. Are your shoes always shined?

_____20. If a boy, are your pants neatly pressed?

_____21. If a boy, is your shirttail always tucked in?

_____22. Do you like to work hard?

_____23. Do you always try to do your best?

_____24. Do you like to work with tools, such as a hammer and screwdriver?

_____25. Would you like a job where you had to pack and wrap boxes?

_____26. Do you like to cook?

_____27. (a) Would you like an outdoor job--like gardener's helper, farmer's helper, or gas station attendant?
(b) Put a line under the job you would like.

_____28. Name the three (3) jobs you would like to have more than any others.
Put the one you would like to have the most, first.

1. ______________________________

2. ______________________________

3. ______________________________

Dogin, Yvette, Help Yourself to a Job, Part I, pp.3-4

WHY WORK?

Have you ever stopped to ask yourself why people go to work? Wouldn't they have more fun staying at home, taking it easy all the time?

Did you know that people with great wealth choose to work? They do not have to go to work because they have all the money they need. Why do they feel that going to work is so very important? It must be that money is not the only reason, although it is an important reason.

There are many good reasons, besides earning money, that make people want a job to go to every working day. Some good reasons are:

1. To feel useful
2. To feel independent
3. To get work experiences
4. To be with other people
5. To care for their future by earning a trade or new skill.

Now let us think about the most important reason why people want to work--money. Money is the reward they receive for putting in a good day's work. It is one of the most satisfactory ways an employer says, "Thank you" to his employees. There are other smaller ways an employer can show his thanks, but the best is the money he pays his employees.

Once you start earning, you will find that your money has to take care of many things. The number of things you will need this money for depends upon the agreement you have with your parents as to:

1. How much you should spend for recreation (movies, skating, bowling, etc.)
2. How much you should put away in a bank for savings
3. How much you should have to take care of your own needs

When you are older, and after you leave school, you may find that your money will be needed for many more things. Just think about the ways your father and mother have to use the money they earn. Are these some of the ways your parents spend the money each or both earn?

1. Rent or house payments
2. Food
3. Clothing
4. Doctor's bills
5. Savings for the future when they can no longer work
6. Savings for some special need for the home
7. Recreation (movies, skating, bowling, etc.)
8. Travel or vacation time
9. Income taxes

The above ways your parents spread out the money that they earn' are usually planned, or worked out, according to a budget. This means that all money that is to be spent in a home, or even for just one person, should be planned in a careful way. With good planning there will always be enough money to meet certain needs each day, week, month, or year.

Degin, Yvette, Help Yourself to a Job, Part I, pp. 5-6

How Do You Look
Topic

June 12-16 1
Dates Number

MATERIALS

I. Before anyone should ever decide to accept a job he or she should take stock:
   A. The first thing that makes an impression on the interviewer is your appearance.
   B. You should check your dress and grooming carefully.
      1. Hair-cleaned, trimmed, no long sideburns.
      2. Face-clean shaven
      3. Teeth-carefully brushed, in good repair, no unpleasant breath.
      4. Hands-clean, smooth, nails clean and trim.
      5. Cleanliness- bath and deodorant, and clean underwear.
      6. Suit-conservative, clean, pressed. Dress-brushed, no odor.
      7. Tie-conservative
         Socks-no holes, clean
         Shoes-shined, no run over heels.
      8. Posture-stand tall, head erect, back straight, stomach flat, no hands in pockets.

II. Self Evaluation
   A. The good-conscientious employee must constantly self-evaluate himself to improve and better his standing.
   B. Many times we fall into habits and routines that are detrimental not only on the job but in social or family life as well.
   C. Personal Appearance
      1. Do I make a good impression upon people that I meet?
      2. Do I wear my clothes the way they are supposed to be worn?

Teachers Comments

The general appearance of underachievers was poor particularly of the boys. Some of the students in the Special Ed group were also carelessly dressed. To this group, Part I was presented from the point of view of making the most of what you have.

Emphasis was placed on all these by the teachers, speakers and the movie. General appearance of all in the group improved tremendously and when the students were asked to dress for an interview they did very well. Some appeared in suits and several of the girls wore dress shoes.

Self evaluation was an excellent unit for discussion and improvement was noticed here also. Speakers helped emphasize this area also.

The worksheets included here were given to the students for the purpose of checklists to be put in their notebooks.

MATERIALS | Teacher Comments

shirt tails in, shirt collar down, buttons buttoned?

3. Am I in good health? Do I reflect energy and enthusiasm?
4. Do I keep well groomed, neat and clean?
5. Do I brush my teeth regularly or use mouth wash if I have bad breath?
6. Wash face and hair.
7. Complexion.
8. Over weight or under weight
9. Good posture and carry oneself well.

D. Body cleanliness and care (see enclosed sheet)

E. Questions about clothing and Grooming. (see enclosed sheet)

F. Questions about orderliness.

Richter,.D. J., *Adult Educational Occupational Essentials*, pp. 2-3

HOW DO YOU LOOK

The first thing that makes an impression on the interviewer is your appearance. Check your dress and grooming carefully.

Hair- Clean, trimmed, no long sideburns
Face- Clean shaven
Teeth- Carefully brushed, in good repair, no unpleasant breath.
Hands- Clean, smooth, nails clean and trim
Cleanliness- Bath and deodorant and clean underwear
Suit- Conservative, clean, pressed, brushed, no odor
Shirt- Freshly laundered, white. No sport style
Tie- Conservative, clean, neatly tied
Socks- Clean, conservative, no holes
Shoes- Well shined, no run-over heels
Posture- Stand tall, head ereft, back straight, stomach flat, no hands in pockets

QUESTIONS ABOUT CLOTHING AND GROOMING

Do I keep my hair neat and clean?

Do I keep my finger nails clean?

Do I keep my clothes neat and clean?

Do I wear appropriate clothes to fit the occasion?

Do my clothes look good because I walk and sit correctly?

Do I keep my shoes shined and repaired?

Do I change my under-clothes and socks (hose) daily?

Do I use a deodorant when necessary?

Do I shave everyday if necessary?

Do I wear my clothes with pride?

BODY CLEANLINESS AND CARE

Do I poke anything other than my elbows in my nose or ears?

Do I take a bath or shower at least once a day?

Do I brush my teeth after meals or at least once a day?

Do I squeeze,pick or irritate pimples?

Am I trying to improve my complexion if it is bad?

Do I bite my fingernails or hard matter that may cause injury to my teeth?

Do I have a "don't care attitude" when I sit in a chair or at a desk?

Do I spend one or two hours in the fresh air everyday?

Do I practice good breathing techniques by having my mouth closed and breathing through my nose?

Do I keep my hands and fingers away from my nose?

Do I keep my feet clean and dry?

Do I cut my toe-nails correctly?

Do I use the appropriate soap for my kind of body?

QUESTIONS ABOUT ORDERLINESS

Do I put my dirty and soiled clothes and towels in the hamper or laundry bag?

Do I hang up wash cloths and towels after using them?

Do I put my belongings each in a definite place?

Do I keep my desk and locker neat?

Do I put things back where I find them and when I am finished with them?

Do I keep my drawers and closet neat, clean and orderly?

Do I perform tasks in the most efficient manner?

Is my work area clean and organized?

Do I make notes when I have many things to remember or to do?

Richter, Adult, Ed. Occup. Essent., pp. 146-151.

SPEAKERS

Grooming-

Two speakers, one male and one female, were asked to speak to the group onthe subject of personal grooming. Both individuals were noted for their own personal appearance and represented areas of business in which this was particularly important. (Owner of beauty salon and vice-president of large company)

One speaker stressed the importance of body cleanliness especially to those who worked in close contact with the public. She discussed care of hair, body, and condition of and type of clothing appropriate for a job interview. The gentleman stressed the importance of acting interested in the job being sought and appearance and manners when applying for a job. He explained the range of jobs available with his company and how to dress for the type of job desired with that company.

Following discussion, the girls were taken aside and shown proper posture for sitting, standing, and walking. The speaker worked with each girl and suggested exercises that would improve their muscle tone and general posture.

The speakers did an excellent job in reaching the students' level of understanding and covering the importance of grooming in getting and holding a job as well as in general contact with the public. They were able to hold the attention of the students quite well.

Modern Talking Pictures
160 E. Grand Avenue
Chicago, Illinois 66011

Good Looks-

The dress styles for this movie were out of date by 4 to 5 years. However, the points made concerning grooming were good and the general format of the production was good.

Both groups seemed to enjoy the film. The under achievers spent more time in discussion following the film and got into preferences by the boys of girl's habits.

The company followed up the movie by sending about 15 pamphlets entitled HOW TO MAKE GOOD GROOMING A HABIT by the Dial Research Laboratories. Both the film and the pamphlets were free.

Plan for Job Hunting
Topic

June 19 - 23
Dates

1
Number

MATERIALS

I. General Job Hunting

A. Begin the period with a question directed to a specific student. Question: "How would you go out and look for a job?"

B. After some group discussion the instructor explains why it is necessary to have a plan for job hunting.

C. Use the enclosed worksheet for formulating ideas as to job hunting.

D. Practice job application to be included.

II. Sources of Occupational Informations

A. Present sources of Occupational Information which may be used for job reference. (See Occupational Sources listed on enclosed sheet.) Class worksheets.

B. Use the work sheet entitled "Studying My Occupation" for developing awareness of the job the student believes he is interested in.

III. Selecting Possible Employers

A. Discuss and determine which important things to look for in selecting possible employers.

IV. Where to Look for Employment

A. Make a list of possible employers before looking for a job.

B. Explain that students should try to get a job in an establishment that offers four general job factors. See enclosed sheet.

C. Discuss the enclosed sheets as time allows.

Teacher Comments

Special Ed.

The teachers felt that overall they did not do a good job with this unit because it was interrupted too many times to insert other material. Concepts needed elsewhere were inserted as well as job applications and background needed for speakers, field trips, etc. The group as a whole worked at a much slower rate than did the underachievers and it would appear that two separate programs may be needed. The vocabulary level of many of the worksheets was far beyond the students comprehension. Much of it could be rewritten with a simplification of vocabulary, an expansion of relationship to concrete experience and a change of format to include larger print and more pictures. Much of this material needs to be covered with this group. They seemed to work best in the area of "Where to Look for Jobs" and "Employment Agencies" particularly after the speakers.

MATERIALS

Teacher Comments

Underachievers

There was entirely too much material here to be covered in the time allowed. Each area could have been a unit in itself. Much vocabulary work up is needed so that students can work with the terminology used in business (fringe benefits, compensation, etc.)

In Sources of Occupations-availability of newspapers, realistic job sheets, telephone books, etc., is needed.

Discussion of gross income and net income was included and could lead to practical math problems.

Comments on worksheets have been made for the underachieving group.

Richter, D.J., Adult Ed. Occupational Essentials, pp. 43 - 57.

Comments for Underachievers.

PLAN FOR JOB HUNTING

1. You decide what kind of work you want.- This is a hard concept for most students.
2. You determine job requirements.- Much background is needed in this area.
3. You determine your qualifications. - Most students underestimate this.
4. You determine the kind of job you desire.
5. You list prospective firms for possible employment. - Have few ideas here.
6. You determine how to seek employment.
7. You utilize possible job opening leads.
8. You prepare for the interviewer.
9. You prepare necessary papers.
    a. Application
    b. Resume - Should be covered as a separate area.
    c. Other papers

To this unit it might be good to add some math. For example:

A. Problems concerning (1) Pay / week, (2) Pay / 2 weeks, and (3) Pay / month.

B. Yearly salaries figured using parts of A.

C. % of pay to be deducted.

D. Budgeting - What do I need to earn to pay for my needs?

Richter, D. J., p. 5

MY PLAN FOR JOB HUNTING

Most of the underachievers underestimated their abilities on this worksheet. The sheet needs a lot of preparatory work before students are ready to fill it out.

Answer questions below in regard to your vocational choice.

1. What kind of work do I want? Choices included: outdoor, cooks, waitress, yard man, etc.

2. What are my job requirements?

3. How do I qualify for my job?

4. What kind of job do I desire?

5. What kinds of firms or employers are interested in or can use my training?

6. How will I seek my job?

7. How many different places can I go or contact to find a job opening in my field?

8. How will I prepare for the interview?

9. What papers will I need to get the job?

Richter, D. J., pp.6 -7

SOURCES OF OCCUPATIONAL INFORMATION

I. Part-time work experience.

II. Observe workers on job.

III. Personal visits:

    A. Talk with people who are experienced in the occupation. (Have list of questions ready.)

    B. Interviews with counselors, school officials, job placement people and teachers.

    C. Interviews with officers of trade:

        1. Industrial
        2. Commercial
        3. Professional and labor organizations

            a. National Association of Credit Men
            b. National Association of Manufacturers
            c. International Brotherhood of Electrical Workers
            d. National Office Management Association
            e. American Bar Association
            f. American Osteopathic Association

IV. Library

V. Printed materials:

    A. Newspapers

    B. Ads in paper

    C. Magazine articles

    D. Books, booklets and catalogues by:

        1. Special training schools
        2. Trade
        3. Industrial
        4. Commercial
        5. Professional and labor organizations
        6. Private publishing firms

    E. Articles in journals published by:

        1. Trade and professional organizations such as:

    a. American Personnel and Guidance Association
    b. National Vocational Guidance Association

VI. Public and private media:

- A. Public talks by people experienced in the occupation.
- B. Motion pictures - commercially and educationally sponsored.
- C. Vocational talks and programs broadcast by means of:
    1. Radio
    2. Movies
    3. T.V.
    4. Transcriptions

VII. Government, state and local:

- A. United States Government Printing Office
- B. United States Office of Education
- C. United States Department of Labor
- D. Federal and State Civil Service Commissions
- E. State Department of Education
- F. State Employment Service
- G. Local community organizations such as:
    1. YWCA
    2. YMCA
    3. Chamber of Commerce
    4. Veterans of Foreign War (VFW)
    5. American Legion
    6. Knights of Columbus
    7. Lions Club
    8. Kiwanis
    9. Better Business Bureau
    10. Old Fellows
    11. Masons

Comments:

This sheet was used primarily by teachers for discussion purposes. Many of the organizations were foreign to the students. Samples of printed materials should be available and a bus tour of local community organizations coupled with discussion might make them more meaningful.

Richter, D.J., pp. 10-11

WHERE TO LOOK

LOCATING JOB OPENINGS

Friends or relatives

State employment service

Private employment service

Better Business Bureau

School and College placement services

Daily newspaper

Observe construction

Civil Service announcements

Classified telephone directories

Industrial directories

State Bureau of Vocational Rehabilitation

Local community organizations

Proffessional Associations

Signs (help wanted)

Richter, D.J., p. 46

A LOOK INTO THE YELLOW PAGES

You need to practice using the yellow page of the telephone book. This book can help you find the names and addresses of different stores, hospitals, and other places in your town where you might find a job. You should know by now that this book is in the same order as a dictionary. That is, store names are listed in a, b, c order as in the alphabet.

Follow these directions and you will be able to do this lesson:

(a) First look in the yellow pages for the kind of store or place you want.

Example: Question I asks you to find Tire Dealer Stores. So look in the book under the word "Tire." Under "Tire" you will find the names of tire stores listed in a, b, c order. Read the addresses near the names. Pick out the tire stores that are in your town. Write their names and addresses under "TIRE DEALER STORES" on this page.

(b) Now you can follow these same directions for the other places you need to find.

1. TIRE DEALER STORES

Name Address

____

____

2. HOSPITALS

Name Address

____

____

3. RESTAURANTS

Name Address

____

____

Dogin, Yuette, Holding A Job - Part I, p. 11

YOUR TOWN'S BUSINESS SECTION

I. Walk down any street in the business section of your town and list at least 5 different kinds of stores or places of business. Write the name of the store, the address, and the type of business that is carried on there.

NAME ADDRESS TYPE OF BUSINESS

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

II. Pick one of the above stores as a place where you would like to work and tell what job you would like to have. Write what you think you would need to know and do for that job.

III. If you did have a job in the store of your choice, write how you would get there from school. Name some of the streets you would need to pass on your way to the store.

IV. Employment Agencies

There are two kinds of employment agencies:

Public		Private
U. S. EMPLOYMENT SERVICE	and	FACTORY work, 5 ft. 3½ in. and up, not overweight. $278. See display ad on Women's Pg. MAGNUS EMPLOYMENT AGENCY EL 1-2000.

Comments: Good - particularly for special ed. students.

Dogin, Yuette, p. 13.

The Public Agency helps you find a job without charging a fee.

It is financed by the United States Government and by your own State Government.

A part of the service is the Youth Opportunity Center.

A counselor that knows about current jobs will talk to you.

The service is free.

The private employment agency is run by one or more persons.

It may charge a fee to find you a job.

It may charge a percentage of your pay for a certain period of time.

You find out the amount of the fee when you register.

Look in a newspaper and find an agency ad. Paste it on this page.

5. Community Organizations

Some community organizations give a service to youth at certain times of the year.

Some of these community organizations are:

The Local Union

Rehabilitation Center

Neighborhood Youth Center

Job Corps

Vocational High School

Trade School

U. S. Employment Office

Put a check (✓) in front of the organizations in your community that give job information.

Carson, E.O., Teenagers Prepare for Work Book II, p. 41

WHAT TO LOOK FOR IN SELECTING POSSIBLE EMPLOYERS

1. Does he pay fair wages?
2. Does the salary fit the living costs in the area? - This is beyond most of the student's experience.
3. Does he offer salary increases regularly? - Another opportunity for math.
4. Does he appreciate a job well done?
5. Are the working conditions good? - Legislation and unions - how they work and how they affect workers could be included here.
6. Does he have a plan for employee promotion?
7. Will he be considerate of me and my needs - such as employee benefits?
8. Does he offer steady work? - Discuss steady vs seasonal work.
9. Does he offer further training and educational opportunity?
10. What type of work will I be responsible for?
11. Does the company have a good reputation? - Could have a unit to Discuss: store reputation, personal reputation, etc.
12. Is he thinking of my future?

Richter, D.J., p. 43

SPEAKERS

State Employment Service-

The speaker was generally well received by the students. In some cases the vocabulary level was above them, however, the visual aids in the form of a cartooned pamphlet depicting the steps to be taken in securing a job was quite good. Discussion included: location of the State Employment Service in Springfield, a short explanation of the Job Corps, the Neighborhood Youth Corps, trade schools in the area, and the possible state supported vocational courses being offered. The students were encouraged to the State Employment Office and take advantage of the counseling program offered there. Application forms used by this office were distributed to the students and discussed briefly.

Manpower, Incorporated-

This speaker presented a written talk which made it a bit more difficult for the students to relate to her. However, in her praise of the student's appearance (they were dressed for an interview) she did gain good student attention. The discussion involved where to look for a job, the importance of personal appearance and how Manpower, Inc. differs from State Employment agencies and permanent employment from private agencies. The qualifications for Manpower, Inc. were discussed and the companies' application forms were distributed along with a tax exemption form. These forms were later discussed in class.

Illinois State Department of Personnel-

The slides used during this presentation might be good for exposure but since they related to positions which these students would probably not attain they were unrealistic. Following the film presentation, however, the speaker distributed pamphlets listing jobs available with the State to those with less than a college education. She related well to the students at this time and included discussion of the Civil Service Exam as well as how to go about getting a job with the State.

Field Trip

Tour of the Capital, the Musuem and the State buildings grounds.

Many of the students, particularly those in the Special Ed. class had never seen these buildings. Effort was made to point out the jobs available to those with a high school diploma particularly in the area of building and grounds maintenance. It was a good follow-up of the speaker from the State Department of Personnel.

What to Look for in a Job
Topic

June 26 - 30
Dates

1
Number

MATERIALS

I. **Purpose**

A. To present factors important to the potential employee in choosing the right and best job.

B. To cover the reason for variance in salaries from one job to another.

C. Employment "Fringe Benefits" and what is meant by the term.

1. Life Insurance
2. Social Security

Teacher Comments

Special Education Group

Exposure to much of this material is considered quite necessary but here again, time did not allow adequate presentation.

Much more material is needed in each of the areas covered as the experience of these students in relating to such words as "skilled, unskilled, and professional" was quite limited.

The worksheets must have a more simplified format. "Factors Important In A Job" was enlightening to them as many considered money as the only factor before discussion of this area.

Both worksheets in "Measuring for a Job" were considered as very useful and as having excellent potential for lesson expansion.

Underachievers

Much of this material was covered in discussion. In many instances vocabulary building was necessary. The material was quite comprehensive and in many cases the worksheets would have to be rewritten to be used by the students.

MATERIALS

Richter, D.J., pp. 22 - 42

Teacher Comments

In order of importance, this group selected "salary" as most important in a job. Many of the other areas would need further work to give the experience and background necessary for discussion. Here again, the extent of the material to be covered required more time than that alloted and could well be divided into several units.

In both groups discussion of social security included the filing of a form for acquisition of a Social Security card if the student did not have one.

The worksheets on Unions were used for discussion before and after the speaker. The depth of understanding in this area is questionable.

DIFFERENT KINDS OF WORKERS

There are many different kinds of workers. That is because there are many kinds of jobs. Some workers have jobs they can do without having had experience or with very little on-the-job training. They can learn what they have to do within a few hours or a few days. An example of this kind of work might be that of busboy in a cafeteria or coffee shop. The busboy may have to:

1. Put dishes on a tray.

2. Wipe the tables clean.

3. Carry the dishes back to the kitchen to be washed.

The dishes will be washed by someone else known as the dishwasher.

A job such as the busboy's is called unskilled, and the worker is called an unskilled worker. A job such as the dishwasher's is called unskilled, and the worker is called an unskilled worker.

These workers are called unskilled because they use no special tools or machines which are hard to operate. Also, there is no special school that they have to attend. They can learn quickly how to do the few simple duties needed for their jobs.

Another unskilled job may be that of janitor, whose work may be just to sweep or vacuum floors. Another unskilled job may be that of store window washer, whose only duty is to keep the store windows bright and clean. Of course, he has to be careful at his work because he is working with glass. But the job itself can be learned without going to any special school. The window washer can learn his work within a short time.

Dogin, Y. , Help Yourself to a Job, Part II, p. 7 - 8

FACTORS IMPORTANT IN A JOB

Factors that might be considered important in a job:

1. Salary -- large income during year.
2. Job security -- permanent job that offers steady work and no lay-offs.
3. Working conditions -- comfortable, clean and pleasant.
4. Location -- near personal residence in friendly, thriving community.
5. Kind of work--work that is stimulating and suited to personal interests, abilities and personality.
6. Training opportunities--opportunity for further training in work and personal skills.
7. Chance for advancement--opportunity for fair promotions.
8. Company reputation--work for a company you are proud of and can trust.
9. Employment benefits--vacation, insurance, retirement, sick pay.
10. Hours--good starting and quitting time, respectable hours to work.
11. Fellow workers--good working companions who are pleasant and agreeable.
12. Immediate supervisor--a supervisor who is considerate and fair.

Richter, D.J., p. 22

ENTRY JOBS

WORD LIST

entry jobs   unskilled   skilled   semi-skilled

An entry job is a good place for a teen-ager to start to work in his community.

Every industry has skilled jobs, semi-skilled jobs, and unskilled jobs.

Most entry jobs are unskilled jobs and take only a few hours to learn the duties.

In many entry jobs the work is that of helper.

Here are some jobs. Discuss the work in each job.

- Floor boy or girl
- Packer
- Gardener
- Maintenance Custodian
- Bus boy or girl
- Farm laborer
- Fountain clerk
- Waiter, waitress
- Plant nursery
- Painter
- Bricklayer's helper
- Route man's helper
- Carpenter's helper
- Plasterer
- Sheet metal worker
- Cook's and baker's helper
- Cannery
- Soda dispenser
- Cement man
- Plumber and pipe fitter

Carson, E.O., *Teenagers Prepare for Work Book II*., p. 33

MEASURING MYSELF FOR THE JOB
--A QUESTIONNAIRE

Pick out a job you want to study.
Find out the following things about it.
Answer these questions as you study the job.

1. NAME OF JOB________________________________
2. Is there a minimum age? Yes________ No________
3. Do I need my Birth Certificate? Yes________ No________
4. Do I need a Work Permit? Yes________ No________
5. Do I need a Health Certificate? Yes________ No________
6. Do I need a Social Security Card? Yes________ No________
7. Is the job an 8 hour shift? Yes________ No________
8. Is there any night work? Yes________ No________
9. Is it a broken shift? Yes________ NO________
10. Is the job seasonal work? Yes________ No________
11. Do I need good hearing? Yes________ No________
12. Do I need good eyes? Yes________ No________
13. Do I need strong legs and feet? Yes________ No________
14. Do I need to wear a uniform? Yes________ No________
15. Do I need well-fitting shoes? Yes________ No________
16. Do I need to write? Yes________ No________
17. Do I need to spell? Yes________ No________
18. Do I need to read? Yes________ No________
19. Do I need to do arithmetic? Yes________ No________
20. Do I need to make out a time card? Yes________ No________

WHAT I LIKE ABOUT THIS JOB.________________________________

____

WHAT I DISLIKE ABOUT THIS JOB.________________________________

____

DUTIES.____

____

____

Carson, E.O., Teenagers Prepare for Work Part II., p. 34

MEASURING MYSELF FOR THE JOB I WANT

PROBLEMS

1. Mary has small hands and very short fingers. She wants to earn her living by playing the piano. Do you think she will earn a good living at a job like this?

2. Bill weighs 130 lbs. He is 5'6" tall and is eighteen years of age. He applied for a job as a policeman. Is he on the right track? Why?

3. Ruth talks, walks, and acts very slowly. She wants to be a switchboard operator. Do you think this is a wise choice for Ruth? Why?

4. Sam has had poor eyesight since he was sixteen years of age. He says that he wants to repair clocks and watches. Does this choice seem wise for him? Why?

5. Harry has a good voice but he flats his tones. He hopes to earn his living singing. Do you think he will? Why?

6. Joe made the school baseball team. Now he says that he has the physical fitness for any job. He pays no attention to what he eats or to how much sleep he gets. What do you think of this?

7. May said, "I never eat breakfast." But she told one of the girls that her school work makes her so tired that she goes to bed for two hours as soon as she gets home. What do you think of this?

8. Jerry wants to earn some extra money. He decides to ask his teachers about part-time work mowing lawns. Will he need a Work Permit?

9. Ronnie passed the physical examination for a job in the cannery. He was hired. He said, "I am IN all right, I don't have to bother about my physical condition from now on." What do you think of this?

10. Mike was hired as the custodian's helper at the City Hall. He was careful to do the work well. He put his tools away when finished. He was always on time. What are his chances for success?

11. Mary was hired as a hotel maid. She is a good worker. But her tongue wags at bothends. She gossips about everything. She talks to all the hotel guests. One day she was called to the supervisor's office. What do you think happened?

12. Helen went to work as a maid. There were many things she did not want to do. She often asked, "Will this work chip my nail polish?" What do you think of this?

13. George was supposed to cut the lawn at the Brown home after school on Wednesday. He did not go. He did not tell Mrs. Brown he was going to a game instead. Mrs. Brown called Saturday morning. He said he would be right over but did not go until afternoon. How do you think Mrs. Brown feels about George?

14. Ann had a job in the diet kitchen of the local hospital. She reads the patient's special menu. She places the cold food on the tray first. Then she adds the hot food to the tray. She worked one month. Then she stayed in bed one Saturday morning. When the teacher asked her why she did not report to work, she said, "I hate to work on weekends." Was this a good reason?

Carson, Esther O., Teen-Agers Prepare for Work Book II., pp.21-22

FRINGE BENEFITS

NEW WORDS: fringe benefit

Write the new words here:

fringe ____

benefit____

Your two new words will be easy to understand when you learn how they are used together. As you read along on this page, the meaning should become clear. If it doesn't your teacher will explain it more fully if you tell her that you do not understand.

Everybody expects to be paid in money for work done on a job. The employed person must be paid for his work. The industry or company that hires him expects to pay him. No one is hired to work without first being told how much money to expect for working.

An industry or company wants to keep good workers for a long time. That is why some places of business give their workers more than just wages. They give their employees extra benefits. These benefits are sometimes called fringe benefits.

Some of the extras an employer may give to his employees are:

1. Vacation with full pay.
2. A certain number of sick days a year which will be allowed with full pay.
3. A certain number of holidays which are allowed with full pay.

There may be other benefits not mentioned here. You will learn about them from the company that employs you. Each company or employer does things just a little bit differently.

Questions

1. Is your regular pay a fringe benefit?

2. Why does a company give fringe benefits to its employees?

3. Name 3 fringe benefits:

    (1) ______________________________

    (2) ______________________________

    (3) ______________________________

4. Ask your father to tell you about the fringe benefits he gets from the company where he works. Write them here.

5. If your mother is working, ask her, too. Write down the fringe benefits she receives.

Dogin, Y., Help Yourself to a Job, Part II, pp. 43 - 44

Used for Discussion

The Social Security Act provides three basic types of benefits to those who are covered.

I. Old-Age benefits (when you retire)
These are paid to:

- A. Men who have reached the age of 65 or over, or in a reduced amount at age 62 and have retired.
- B. Women who have reached the age of 62 or over and have retired.
- C. A wife, regardless of age, if caring for child and whose husband is retired.
- D. A wife who has reached the age of 62 or over and whose husband is retired.
- E. A dependent husband, when he has reached the age of 62 or over.
- F. A child under 18 who is dependent upon retired parent.
- G. A child over 18 if disabled before 18th birthday.

II. Survivor's Benefits (at your death)
These are paid to:

- A. Child under 18.
- B. Child over 18 if disabled before 18th birthday.
- C. Widow or dependent divorced wife (regardless of age) if caring for a child entitled to benefits.
- D. Widow 62 or over.
- E. Dependent widower 62 or over.
- F. Dependent parents at age 62.

And in addition to any monthly payments, a lump-sum payment to:

- A. Your widow or widower, or to
- B. The person who paid your burial expenses, or to
- C. The funeral home for your burial expenses.

III. Disability Benefits (in case you are disabled)

A. A man if he is a disabled worker.

B. A wife, or woman if she is a disabled worker.

C. Payments to wife, age 62 or over.

D. Payments to child under 18.

E. Payments to child over 18 if disabled before 18th birthday.

F. Payments to wife regardless of her age if caring for a child entitled to benefits.

Richter, D.J., pp. 38 - 39

SOCIAL SECURITY

Here are some words you may want to learn the meanings for:

government deduction tax
federal Social Security

What they mean:

deduction - any money taken out of your pay

government - the leaders of the city, state, or country

federal - the government of the whole country (The government in Washington)

tax - money we pay to the government

Social Security - a kind of tax (The money is used for people in their old age.)

Here are some sentences. Put the right word on the line.

He was an old man. He lived on money from ________________________.

The ______________________ government is in Washington, D. C.

A ________________________ was taken from his pay for taxes.

Laws are made by the ________________________.

Comments: Good format for Special Ed. class. Too simplified for underachievers.

Mooney, T.J., Money In the Pocket, p. 5

SALARY DEDUCTIONS

NEW WORDS: withheld deduction

Write the new words here:

withheld ____________________

deduction ____________________

From the time you receive your first regular pay at a steady job, you will learn that some money is held back or withheld, from your pay.

The employer has to do this because there are laws that tell him to do just that. The money he holds back from your pay is money that goes to our government to pay for your:

1. Social Security

2. Federal income tax

3. State income tax (if the state you live in has a state income withholding tax law)

4. City income tax (if your city has a withholding tax)

The money that is held back is called a salary deduction. A deduction from your pay is made only for such reasons as:

1. The law says it must be done.

2. You have asked that money be taken out of your pay.

You may want money taken out of your pay because:
1. You are under a hospital care program.
2. You have joined an insurance program where you are given protection under some company group insurance.
3. You have joined a union, and the union dues are taken out of your pay.

Whenever you are asked if you want money taken out of your pay for hospital or some other insurance program, you should talk this matter over with your parents or some older persons. They can explain it carefully and advise you whether you should join.

It is hard to advise you now as to what is best for you to do. There are many hospital and insurance plans, and different employers have different plans.

What is important for you to know and understand clearly is that:

1. A certain amount of money is taken out of your pay because the law says it must be done.
2. A certain amount of money is taken out of your pay because you agree to have it done.

Dogin, Y., Help *Yourself to a Job, Part II*, p. 41 - 42

PAY-ROLL DEDUCTIONS

WORD LIST

Federal Income Tax
Federal Old Age Benefits
claim
deduct
gross
annual
Social Security
benefits

FEDERAL INCOME TAX

You must pay Federal Income Tax if you had $600 or more gross income last year.

This annual tax must be filed before April 15.

This tax is based on your earnings.

Part of the tax is deducted from your pay check each month.

At the end of the year, you are mailed a statement. It will tell you how much money you earned, and how much money has been deducted from your wages for the Federal income tax. This is called a W-2 Form.

You report this amount on the appropriate tax form.

You may fill out this form yourself or hire someone to do it for you.

By paying taxes, you help the United States Government to do its work.

Some of this work is done by the President, the Cabinet, and the Congress.

FEDERAL OLD AGE BENEFITS

The United States Government tries to help old people.

People who have paid into Social Security get a monthly check.

The size of the check depends on the length of time the person worked and the wages earned.

Monthly checks now range from $44.00 - $142.00.

You may not be able to figure these amounts yourself, but you must understand why they are deducted from your pay check.

When you become 65 years of age, you are eligible for two kinds of health protection, called Hospital Insurance known as basic "Medicare" and Medical Insurance.

PAY-ROLL DEDUCTIONS - (contd.)

You may get information about this from your Social Security Office. Where is it!

WORD LIST

unemployment
stockholder
optional
disability
claim
dividend
permanent disability
rehabilitation

UNEMPLOYMENT AND DISABILITY INSURANCE

Most states provide for an Unemployment and Disability Insurance.

If you lose your job, you can get unemployment insurance.

If you are hurt on the job, you can get disability insurance.

You must file a claim in order to draw these benefits.

When you file your claim for benefits, you must have a record of the length of time you worked and the wages you earned.

Where would you go to file a claim for unemployment insurance?

SICK BENEFIT INSURANCE

Some companies have their own sick benefit insurance plan.

It is often called group insurance plan.

If you can't fill it all out, where do you go for help?

A CREDIT UNION

Many factories and companies have a Credit Union plan.

This is a plan for saving your money.

This plan is optional with the worker.

Sometimes you sign a card giving the company the right to take out a certain amount of money from your pay check each pay day.

If you put money in the Credit Union, you are a stockholder.

PAY-ROLL DEDUCTIONS - (contd.)

At the end of the year you get interest on this money.

This is called a dividend.

If the dividend is 3%, how much interest will you get on $100? ________

Comment: The last three areas covered only by underachievers.

Carson, E.O., Teenagers Prepare For Work, Book II, pp. 69 - 70.

LABOR OR TRADE UNIONS

I. WHAT IS A LABOR OR TRADE UNION?

A labor (or trade) union is formed by workers who join together. They join together to be strong as a group. As a group, it is easier to ask an employer for changes wanted in working conditions.

II. THE NEED FOR UNIONS

For many jobs an employee finds it helpful to join a union. A union can help him with his employer. He may want some working condition improved or changed.

Besides an agreement with his employer on wages and hours, a worker also wants to have a nice, clean place in which to work. When a union and an employer work together, they both take care of such matters. They also talk about job security. Job security means that a worker may feel sure that if he does his work well, he will be able to keep his job.

By working conditions, we mean that an employee should have:

1. Good light to work by
2. Fresh, clean air
3. Safety protection from machines which may be unsafe
4. Protection against a "boss" or foreman who may be unkind to the people working under him
5. The right to be discharged or removed from his job only for fair and just reasons

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Dogin, Y., Help Yourself to A Job, Part II., p. 61.

PROBLEMS TO BE AGREED UPON BY A UNION AND AN EMPLOYER

These are a few of the matters upon which an employer and the union must agree:

A. Wages
B. Hours
C. Overtime pay
D. Safety and Health
E. Holidays
F. Vacations
G. Sick Leave
H. Rest periods
I. Seniority Rights
J. Changes in working hours
K. Discharge of Employees

JOINING THE UNION

Suppose you started to work in a factory. There is a labor union that the employees may join. Your new company may have an agreement with the union. It is that a new employee has the right to decide for himself if he wants to join the union or not.

If you want to belong to a union, you will have to pay dues. Union dues will be taken out of your pay.

There will be union meetings which the members are expected to attend. You want to be sure that you understand what is being talked about in these meetings because you may be asked to vote on some new rule.

The union meeting place usually has the word LOCAL as part of its name, with a number after it, like "Local 2006". There is another part to the name of the union, but that depends upon the kind of workers who belong. For example: "Painters Local 2006."

The union has to be sure that all the old members and the new ones will obey its rules. You may have to take an OATH, or promise, that you will obey the union's rules.

Dogin, Y., Help Yourself to A Job, Part II, pp. 64 & 69.

SPEAKER

Union and non-union jobs in the trades areas-

The speaker recognized the probability that many of our students would have difficulty obtaining a union card or even getting union apprenticeships. He spoke of opportunities in the non-union trades and also of possibilities for obtaining union cards after experience is gained with non-union firms. He related extremely well to the students, often calling them by name. He pointed out that "enthusiasm" for the job is important in obtaining and holding the job.

Field Trip

School of Beauty Culture-

The girls toured the beauty school and were able to see students working with clients as well as with models. The requirements for entrance to the school, the fees, and clinical hours and tests necessary for State certification in Illinois were discussed.

Several of the girls have shown a definite interest in this vocation.

Local Department Store-

The girls toured the entire store while the speaker discussed the types of jobs found in each department. He demonstrated how to write up a sale including the credit check on charge purchases. The speaker explained his store's activity in the D.O. and D.E. programs sponsored by the school and invited the girls to come back and see him individually if interested in employment.

Body and Fender Repair.

The boys toured the shop while jobs and requirements for employment were discussed. The speaker discussed the demand for this type of work and several boys followed up the trip with requests for books relating to the subject. (There are very few books available written at a reading level low enough for these students.)

Auto repair and sale of parts-

The boys toured the entire business establishment and although the speaker was not really aware of why the tour was being taken, the boys were able to see the men at work in the various job areas. Interest in this vocation is high particularly among the underachievers. Discussion of the Auto Mechanics class offered by the schooled followed this trip.

Getting A Job
Topic

July 3 - 14
Dates

1
Number

MATERIALS

I. Purpose

A. Discuss the reasons employers hire and do not hire prospective employees.
B. Discuss the job application form No. II.
C. Discuss the letter of application.
D. Discuss the term "work record" and its application.

Teacher Comments

The Special Ed. group did not get to this unit.

Underachievers

This unit was not covered completely by the group due to the wealth of material contained in it.

Some of the work such as letters of application could easily be incorporated into an English lesson or perhaps an entire unit.

Several of the speakers mentioned reasons employers hire or do not hire prospective employees, however, much discussion of this area could be developed.

The terms "work record" and how it is used would become more familiar to the students as they enter Diversified Occupations and Distributive Education programs.

Comments on worksheets apply particularly to underachieving students.

Richter, D.J., pp. 56 - 58, 71, 74 - 82, 84 - 87.

WHY PEOPLE SOMETIMES FAIL TO GET A JOB
(Worksheet)

1. Poor or unsuitable appearance.

2. Failure to accept beginning job requirements.

3. Wages asked are unrealistic.

4. Immature attitude or behavior.

5. Lack of sufficient qulifications.

6. Late arrival or failure to come for interview.

7. Attendance at interview with a friend or bringing a friend along when seeking a job.

8. Lack of self-confidence and showing certain nervousness at interview.

9. Uncertainty about the job wanted.

10. Questions asked about the job are not clear or are of minor importance.

11. General attitude reflects unfriendliness-insincerity in speech, too direct or abrupt in statements, or a dominant or "know-it-all" attitude.

Richter, D.J., p. 59.

PARTS OF LETTER OF APPLICATION

1. Date block or heading.

2. The inside address block.

3. The salutation.

4. The body of the letter.

   a. State exact job that you want. (This lets the employer know why you have written the letter and lets him know exactly what job you desire.

   b. Education and training. (This tells the employer that you have the necessary education and that you have the necessary training to qualify for the job.)

   c. One past work experience. (This tells the employer that you have worked before and know what it is like to work. Few employers will hire anyone if they have not worked before.)

   d. One reference. (This tells the employer that he can contact someone and ask about you before he sees you. You must make sure this person knows you and you have his permission to use his name as a reference.)

   e. Leave the door open. (In the ending of your letter make sure you let the employer know that you will be happy to come in for an interview at his convenience or give him further information if he desires.) (You leave the door open for the employer to make a decision.)

5. The complimentary closing.

   a. "Sincerely" is predominately used in business letter correspondence.

6. The signature.

Note: It would be good for the instructor to actually similate a letter of application on the board to point out to the students the various parts of a letter of application.

Comments: This sheet would be excellent as a part of a unit in English. Individual work in this was well received by the students.

Rechter, D.J., p. 76

A LETTER OF APPLICATION

In an on-the-job training program, your teacher plays a big part in helping you get a job. After you leave school, you are usually on your own when it comes to finding a job.

There are several ways to go about finding a job. They are:

1. Look in your local newspaper in the Help-Wanted ads.
2. Report to the State Employment Office near you.
3. Go to differnet places, such as cafeterias, department stores, and gas stations and fill out applications with the hope that you will be called when there is a job open.
4. Ask a friend or relative to help you get a job in a place where he or she is working.

You will have many lessons to help you learn how to fill out an application form.

It is also important to know how to write a letter of application, in case you may have to write one in answer to a job in the Help-Wanted ads.

Suppose you saw an ad like this one in the Help-Wanted section of your local newspaper. Let us also suppose that the name of the newspaper is "Newsday" and its date is February 20.

> Boy or girl, counterwork, school cafeteria, part-time 11-3 p.m. daily. Over 17. Experience not necessary. Write Mr. E Post, P.O. Box 256, Garden City, N.Y. 11530

How would you answer this ad?
Would your letter have the following information:

1. Your address?
2. The name and date of the newspaper?
3. Information about your being over 17?
4. Information about your experience? (This would serve as a reference.)
5. If you have had no experience, would you say that you are willing to learn?
6. Your phone number and name?

Dogin, Y., Help Yourself To A Job, Part I, p. 23

MY WORK HABITS

Put a check in the column that best answers the question for you.

	Nearly Always	Sometimes	Never
1. Do I do my part to keep things up off the floor?			
2. Do I do my part to keep my work area in order?			
3. Do I do my part to leave my work area neat and clean?			
4. Do I put the tools where they belong?			
5. Do I keep cutting tools sharp?			
6. Do I protect my hands when handling rough or hot things?			
7. Do I bump into others?			
8. Do I run in the halls?			
9. Do I take the stairs two at a time?			
10. Do I use first-aid as soon as I should?			
11. Do I pull out a drawer quickly and jerkily so the contents land on my toe?			
12. Do I spill on others when I serve at the table?			
13. Do I wear suitable clothes for the job?			
14. Do I pull the ironing cord when I have finished?			
15. If water is spilled on the floor do I wipe it dry?			

	Nearly Always	Sometimes	Near
16. When I go into a public building, do I observe the signs?			

Carson, E. O., Teenagers Prepare For Work Book II., p. 56.

SPEAKER

Lawn care and professional land scaping-

This speaker presented materials on lawn care and the demand for people in this area. He distributed a packet of pamphlets to each student which were designed to acquaint them with the state parks in Illinois and the many possibilities for jobs in these parks. His discussion of professional landscaping required a vocabulary which was beyond the students and thus difficult for them to understand.

FIELD TRIP

Memorial Gardens and Cookout.

The students toured an unfinished natural area and were than able to compare it to the finished natural area at Memorial Gardens. The speaker explained the changes that were made and told the students that many of the crews were students like themselves.

Planning and preparation for the cookout was excellent for both groups.

Heritage House-

This was an extremely successful trip. The students were taken through the entire restaurant operation. Preparation of salads and other foods as well as the value of esthetic appeal in foods were pointed out to the group. Since this establishment serves smorgasbord style, the job of maintaining the food supply, ice, etc. at the buffet table is very important. It was pointed out that dishwashers, cooks, cook's helpers, waitresses, bus boys, hostesses and a cashier are all necessary to the operation of such a business. Many of these jobs were filled by students particularly due to the summer season.

Holiday Inn-

The speaker was particularly good in this case since he could relate to the students that he began in the business as a bell boy. Through enthusiasm for his job, hard work, and extra effort, he had worked his way up to manager of the Inn.

The group saw the linen room and were told the numbers of linen required to keep the rooms ready for patrons. They went past several of the rooms to be made up and the procedure for this was explained. The group also toured the kitchen which reinforced the trip to the Heritage House. Students learned of beginning salaries, positions such as maids, kitchen and restaurant help and bell boys available to them and benefits offered by this company.

Job Interview
Topic

July 17 - 21
Dates

1
Number

MATERIALS

I. Purpose:

A. To discuss the job interview and its importance to the prospective employee.

B. To discuss what to do at a job interview.

C. To discuss what employers expect and look for.

D. To discuss the Do's and Don't's of an interview.

E. To discuss the follow-up after an interview.

Richter, D. J., pp. 95 - 118.

Teacher Comments

The Special Ed. Group did not get to this unit.

Underachievers

The dress required for an interview and the manners expected were discussed and stressed throughout the program. The group divided into pairs for role playing of an interview. This was a very successful activity. The students were also asked to appear in class dressed for an interview on several occassions. They did quite well with this and in several instances general dress patterns improved during the program.

Teacher Information used for
Discussion

Comments for Underachievers

PURPOSE OF AN INTERVIEW

1. Personality
2. Education and Training
3. Past Work Experience
4. References

I. Personality

Your personality is made up of traits which set you apart as an individual. We all have good and bad traits, but just as no two people have exactly similar thumbprints, no two people possess the same personality pattern. However, personality traits, unlike thumbprints, are within your own control and undesirable traits can usually be corrected at will.

A. How You Look.

1. Companies rate applicants on personal appearance.
2. Clothes improve appearance, but actually affect your personality.
3. Clothes uncomfortable-unappropriate-feel unhappy.
4. Amount of money spent on clothes does not always make a good appearance.
    - a. Right selection of clothes for your personality.
    - b. Appropriateness of clothes for season.
    - c. The season
    - d. Way you wear your clothes.

Although the kind of clothes you wear is important to your appearance,
your grooming)
state of health) affect the way you look.

Neatness and cleanliness are essential for a good appearance. These are usually within the reach of everyone.

B. How You Feel.

1. Expression on your face)
2. Way you act) reflect on how you feel inside
3. How and what you say)
4. When you feel well physically,
    - a. You radiate happiness
    - b. Spread good will
    - c. Face registers your mood
    - d. Enjoy what you eat.

   - e. Take an interest in people and things around you.
   - f. Lighten the burdens of others.
   - g. Laugh and the world laughs with you.

5. When you do not feel well.

   - a. Dwell upon own aches and pains because they are foremost in your thoughts.
   - b. Tells you about his ailments because he is self-centered. He doesn't realize that his illness is not of general interest.
   - c. He loses interest in people and in current events because being physically below par, his own troubles worry him.
   - d. People excuse the sick from taking part in work or play until they are physically able.

6. When you are well-emotions are normal. Example:

   - a. A loud noise on a still, dark night may temporarily strike fear to your heart. Such fear may result in a frightening terror that will cause a great nervous disturbance in the body of the person who is not well. However, in a well person fear will vanish when he learns that the noise came from some innocent cause.

   - b. Likewise, anger in a person below par physically,

     - (1) Show itself in a contracted brow or raised upper lip.
     - (2) Anger kept-upsets digestion, actually makes a person ill.
     - (3) Also, cause him to say and do things that he regrets later.
     - (4) People who lose control of themselves fail to get along with others.
     - (5) However, anger like other emotions can be controlled by a person physically well.

7. Way you feel toward others is largely a matter of control.

   - a. If you dislike someone on first sight, try to get acquainted with that person to find out if the dislike is justified-you may win a friend,

C. What You Say.

1. What and how you say it is vital to the development of your personality.

2. Don't want to talk too much.
3. Good listener always welcome, especially, when you encourage others to talk of themselves.
4. A good listener.

    (a) Looks interested.
    (b) Seems eager for your thoughts.
    (c) Pays individual attention to what is being said.
    (d) Tries to talk about topics of interest to others.

5. Seldom like egotism.

    a. I did this or that. Those constantly talk about themselves and their problems soon weary the most ardent listener.

6. Definition of a Bore: "One who talks about himself when you want to talk about yourself".

7. We avoid those,

    a. Who are tactless in their remarks.
    b. Who injure the feelings of others by rude comments.

8. Although young and innocent children often make cruel remarks to older people about age, baldness, lameness or dress; there is little excuse for such blundering when boys and girls reach high school age.

9. Dislike to have people break in on my conversation--interrupting a speaker is bad manners.

10. Throws the speaker away from the line of thought and focuses attention on us.

11. All deserve a chance to speak--after a speaker finishing his thought.

12. Think before you speak.

13. Have something to say before you say it.

14. If shy, find topics that will make interesting conversation. Try them out occasionally with family or close friends.

15. Not only what you say, but how you say it.

    a. People like to hear a good tone voice.
    b. High pitch voice is irritating.

- c. It takes practice to control your voice.
- d. Shrill voice, poor diction, poor English are bad habits.
- e. Bad sport habits need attention-they can affect your job, if you deal with people.
- f. Employers are more likely to hire people who have a good voice-practice good diction and use correct English.

D. What You Do.

1. Your manners, behavior and what you do records your personality, just as much as how you look, feel and say.

2. Your conduct shows what kind of person you are.

3. When playing a game,

   - a. You learn rules and follow them.
   - b. If you play your own rules-poor sport, start quarrel.

4. Driving an automobile.

   - a. You obey the rules of the road.
   - b. Drive on the left side of road-endanger and anger citizens, in return you are fined by the community for interfering with the rights of people.

5. Manners.

   - a. You follow rules of etiquette.
   - b. You don't make your own rules.
   - c. Manners are simple conventions regulating the rights of individuals.
   - d. On the sidewalk you pass people to the right-custom desires that everybody should pass to the right.
   - e. No fine if you pass on the left-it is confusing to other people when you do so, and therefore, it is ill-mannered.
   - f. Can't learn good manners overnight-must become a part of your daily living.
   - g. Once you begin to apply the rules of etiquette, good manners will become engrained-you act by force of good habit without thinking about it.
   - h. For example: At the table you wouldn't think of eating with your knife, chewing your food with your mouth open-no well-mannered individual does these things.
   - i. If you learn the rules of etiquette you should have no difficulty eating a boiled oyster, ushering at a wedding or applying for a job.

j. Remember-simplicity of manners and speech comes with training, practice and experience.

6. Poise-Surface trait notices by everyone.

a. Means ease in meeting people.

1) Being able to carry yourself well.
2) Looking alert rather than slowly, tired, or listless.
3) Having confidence in yourself.
4) Controlling your emotions under all circumstances.

b. Questions.

1) Do you know what to do with your hands and arms?
2) Stand at ease gracefully?
3) Sitting down on a chair instead of throwing yourself in it?
4) Do you act and talk deliberately with little apparent effort?

Such self-control can be acquired with practice-however, it must be sincere and natural without any theatrical effects.

c. Poise is a good quality to cultivate because such control has much to do with your personality rating as an employee.

Socrates originated the slogan "Know thyself". To understand yourself better leads to better understanding of others. Nobody thinks or feels exactly the same as anybody else. We are all individuals. However, our criticisms of others are likely to concern more what they say and do than what they think or how they feel. Actions speak louder than words. Remember that nobody can read your mind. You are the only one who really knows what you think or how you feel.

D. J. Richtee, pp. 97-100

PREPARING FOR A JOB INTERVIEW

1. Learn all you can about the company.

   a. Different products or service offered
   b. Kinds of jobs available
   c. Hiring policies and practices
   d. Is it a stable company
   e. Salary scale for the job you are seeking
   f. Attempt to find out interviewer's name or personnel manager

2. Accumulate and assemble,

   a. Personal data
   b. Work records
   c. School records
   d. References (acquainted with your work and character)

3. Know what you have to offer,

   a. Training you have had
   b. What you have done (casual, etc.)
   c. What you can do
   d. What kind of a job you want

4. Know why you want to work for the firm.

   a. Be able to stress your education, training, experience, interest in the field and that it offers opportunities for a person like you

5. Have all necessary papers systematically arranged.

   a. Personal data sheet
   b. Written application
   c. Social Security Card
   d. Birth certificate
   e. Other papers necessary

6. Get a good night's rest.

7. Dress appropriately for the job and be well groomed.

8. Think positive,

(The students reacted well to this discussion sheet)

Richtee, D. J., p. 101

HOW TO PREPARE FOR AN INTERVIEW

Probably the two most common methods used in arranging for a job interview is the letter of application and the telephone. Both of them or either one can be beneficial, however, in using these methods certain information should be stressed, practiced, and taken into consideration.

1. Using a letter of application.
    a. Letter should be neat, well organized and interesting.
    b. Sentences should be short and concise.
    c. Letter should reflect a positive, self-confident individual.
    d. Letter should be typed.
    e. Special delivery letter can sometimes be effective.

2. Using a telephone.
    a. Plan in advance what you want to say.
    b. Speak your name clearly.
    c. Speak confidently, clearly, and distinctly.
    d. Be business-like and courteous.
    e. Do not conduct interview over the phone.

3. General Information.
    a. Be certain of the interviewer's name, its pronunciation, and his title.
    b. Be certain of the time and place of the appointment.
    c. Make notes.
    d. Thank the person once the appointment is made.
    e. Close the conversation promptly.

(This was a good overview of the interview)

Richtee, D. J., p. 102

DO'S FOR A JOB INTERVIEW

1. Act alert, attentive, interested, and ready for work.
2. Smile or at least look pleasant.
3. Speak distinctly.
4. Show your eagerness by your walk.
5. Stand and sit up straight.
6. Stress your interest in your work.
7. Let the interviewer lead the discussion or control interview.
8. Answer questions directly and truthfully.
9. Thank him when the interview is over.
10. Give all information requested, even if you think it is too personal.
11. Display documents only when more facts are requested.
12. Look at the interviewer while he questions you.
13. Use good English.
14. Sell qualifications rather than need for a job.
15. Be as poised as possible.
16. Be yourself.
17. Be natural in your actions.
18. Be pleasant and natural but business-like.
19. Be realistic in discussing salary.
20. Make a written note of time, date, and place when asked to call or return for another interview.
21. Dress appropriately for the job interview.
22. Be well groomed.
23. Remove your hat when entering the office.
24. Display confidence and sureness.
25. Think positive.

DON'TS FOR A JOB INTERVIEW

1. Don't take anyone with you.
2. Don't criticize former employers or workers.
3. Don't talk about personal, domestic, or financial problems unless specifically asked.
4. Don't lean or put your hands on the employer's desk.
5. Don't sit until you have been invited to do so.
6. Don't sprawl in your chair.
7. Don't emphasize your need for a job.
8. Don't give petty excuses such as: The work was too hard; the people I worked with were not nice.
9. Don't mention salary figures lower than you would be willing to accept.
10. Don't ask too many small, unimportant questions.
11. Don't call yourself "Mr." or "Miss".
12. Don't snow the interviewer under with documents.
13. Don't use slang.
14. Don't use jokes.
15. Don't interrupt.
16. Don't misrepresent yourself.
17. Don't ask about salary, working hours, or vacation policies immediately.
18. Don't play with tie, rings, or pencils.
19. Don't try to read letters and papers on employer's desk.
20. Don't be overly friendly.
21. Don't talk about irrelevant information.
22. Don't be a self-centered "Know-it-all" type.
23. Don't walk in as if your were on a Sunday afternoon stroll.
24. Don't shake hands like a dead fish.

25. Don't think or feel pessimistic.

26. Don't go into interview with a lighted cigarette.

27. Don't appear with the smell of liquor on your breath.

28. Don't carry a cane.

29. Don't chew gum.

30. Don't go in squinting-wear glasses if you need them.

31. Don't apply for a job when you have an unpleasant, sniffling cold.

32. Don't use scent or greasy "gouck" on your hair and avoid trick mustaches.

33. Don't wear lodge emblems, political buttons, or other insignia.

(Each student received a copy of these.)

Richtee, D. J., pp. 109-111

QUESTIONS USED DURING INTERVIEW

Personal

Tell me a little about yourself.
Do you have any hobbies?
Did you participate in any extra-curricular activities? What were they? Do you think they were worth the time you devoted to them?
Do you prefer to work with others or alone?
How did previous employers treat you?
Is it difficult to get along with people with different backgrounds and interests from your own?
What have you done that shows initiative and willingness to work?
What do you hope to be doing ten years from now?
How do you spend your spare time?
How much money do you hope to be making at age 30?
What have you learned from your past jobs?
What kind of a boss do you prefer?
Are you willing to go where the company sends you?
What is your major weakness?

Past Work Experience

What part-time jobs have you held?
What full-time jobs have you held? What were your duties? Did you like your past jobs or job? Why did you leave?

Education

How much education do you have?
Have you had any special training?
What courses did you like best? Least? Why?
How did you spend your vacation while in school?
Did you have difficulty getting along with fellow students and/or instructors while attending school?

Distinct Hiring Questions

In what type of work are you most interested?
What kind of job do you want?
Are you looking for a permanent job or temporary job?
How did you become interested in this field?
Why are you interested in this particular type job?
What do you know about the company?
Why do you want to work for this company?
What makes you think you are qualified for this job?
What do you have to offer us?
What are the disadvantages in this field?
What job in our company would you choose if you were entirely free to do so?
What are your ideas about salary?

Richtee, D. J., p. 113

AFTER THE INTERVIEW

Analyze your selling techniques

How did the interview go?

1. Did I ask for a specific job?
2. Did I present my qualifications well?
3. Did I inspire confidence in my abilities?
4. Was I well-groomed and dressed appropriately?
5. Was I pleasant and courteous?
6. Was I too tense?
7. Was I too aggressive? Not aggressive enough?
8. Did I talk too much? Too little?
9. Was I unable to answer questions the interviewer asked me?
10. Did I pass up clues which gave me openings to "sell" myself?
11. What points did I make that seemed to interest the employer?
12. Did I interview the employer rather than permit him to interview me?
13. Did I exhibit sincere interest in the prospective employer and have some knowledge about the company?
14. Did I bring up questions of wages and working conditions before I was offered the job?
15. Did I criticize a former employer?
16. Did I find it hard to say what I wanted to say at any time?
17. Do I need more training and education to qualify?
18. Did I pull out a cigarette after I flopped into the chair?
19. What would I do differently during my next interview?

SPEAKERS

Career Day

The speakers for this activity were students of approximately the same age and ability level of many of the students in our classes. An effort was made to help the students relate more readily to jobs in which they could actually see themselves. Both the speakers and the students enjoyed the activity.

Students rotated from table to table talking with each speaker in small groups. Five minutes were allowed each group per table for discussion and general questioning. Following the complete rotation of speakers general questions of all were allowed.

There could have been a little more organization such as giving the classes more background on each speaker and his job. The students could have prepared some questions for each group speaker. There might even have been a spokesman for the group.

FIELD TRIP

Large Farm

The students appeared to enjoy the trip immensely, partially due to the attraction of the farm itself. Several of them had never been on a farm operating on such a large business scale. Most of the jobs found there are for boys. The speaker explained the various areas of farm work as the students toured. He discussed the training involved, explaining much of it was "on-the-job" training. He also stressed dependability and responsibility as two very important character traits.

Topic

June --- July
Dates

1
Number

MATERIALS

I. Unit on job applications

This unit will be introduced throughout the program and will be presented in the form of a skill building exercise.

1. Intro: "WORDS TO LEARN WELL"

   Use an application form with each list of 5 words.

2. Use worksheet: TAKING A FIRST STEP

3. Following this exercise, continue to present various kinds of application forms for the students to fill out for practice.

Teacher Comments

Special Education

This unit was not completed however, it is one that would probably need to be covered over a period of time, interspersing it as practice material. This group needed quite a bit of help in learning to read the application blanks and knowing what information was called for. They did not know their height, weight, schools, references, etc. Time was taken to measure and weigh the groups. This was a good experience for them. This unit would have to be even more simplified for this group. All of the vocabulary was new to them and development would take a while.

Underachievers

The unit was not completed however, the level of the work appeared to be good for this group. The vocabulary development was good although more time could have been spent on this. "Reference" is a term that is particularly hard for them to grasp. The usefulness of various parts of the application was discussed and where to get such things as records of birth was explained.

The application forms distributed by the employment agency representative were discussed in more detail.

More practice is needed to gain skill in filling out the more difficult forms.

WORDS TO LEARN WELL

In your Employment Education class, you will learn to read and understand many new words. Most of them will be found on job application forms.

Unless you know such words, you may not be able to give all the answers to the questions asked on a job application blank. You may also put down the wrong information if you do not understand what the words mean.

When you apply for a job, you usually are asked to fill out an application blank. Your teacher may have already given you one or two to fill out to give you practice in this.

If you have not had this practice as yet, now is the time to start. Of course, your teacher will be working with you all the time. Be sure to ask her questions about anything you do not understand.

First, look below for 20 words which appear on many application forms. There are four (4) lists of five (5) words each.

List 1	List 2	List 3	List 4
(First Week)	(Second Week)	(Third Week)	(Fourth Week)
nationality	education	married	maiden
citizen	personal	single	handicap
height	reference	previous	defects
weight	relative	experience	reasons
dependent	notify	company	signature

Dogin, Y., Help Yourself To A Job, Part I, p. 15.

PART OF AN APPLICATION FORM

Below is part of an application form which includes the 5 new words for the first week. Fill in the information now as well as you can. Your teacher will help you if you do not understand how to use your new words.

NAME: ____

ADDRESS: ____

NATIONALITY: ______________________________________

CITIZEN: YES __________ NO ________ WEIGHT: ________ LBS.

HEIGHT: ________ FT. ________ IN. NUMBER OF DEPENDENTS ________

Dogin, Y., Help Yourself To A Job, Part I, p. 16.

PART OF AN APPLICATION FORM

NAME: ____________________

ADDRESS: ____________________

PHONE NUMBER: __________ NATIONALITY: __________

CITIZEN: YES ______ NO ______ HEIGHT: ______ FT. ______ IN.

NUMBER OF DEPENDENTS: __________ WEIGHT: ______ LBS.

EDUCATION: NAME AND ADDRESS: FROM-TO

GRADE SCHOOL: ____________________ ______ ______
Name:
____
Address:

JUNIOR HIGH SCHOOL: ____________________ ______ ______
Name:
____
Address:

HIGH SCHOOL: ____________________ ______ ______
Name:
____
Address:

PERSONAL REFERENCES:

1. NAME: ____________________ PHONE NUMBER: __________
   ADDRESS: ____________________
2. NAME: ____________________ PHONE NUMBER: __________
   ADDRESS: ____________________

Name a relative to notify in case you are hurt or become ill at your job.

NAME: ____________________

ADDRESS: ____________________

PHONE NUMBER: ____________________

Dogin, Y., Help Yourself To A Job, Part I, p. 18.

PART OF AN APPLICATION FORM

NAME:

ADDRESS:

PHONE NUMBER: NATIONALITY:

CITIZEN: YES NO HEIGHT: FT. IN.

SINGLE: WEIGHT: LBS.

MARRIED: NUMBER OF DEPENDENTS:

EDUCATION: NAME AND ADDRESS: FROM - TO

GRADE SCHOOL:
Name:
Address:

JUNIOR HIGH SCHOOL:
Name:
Address:

HIGH SCHOOL:
Name:
Address:

PERSONAL REFERENCES:

1. NAME: PHONE NUMBER:
   ADDRESS:
2. NAME: PHONE NUMBER:
   ADDRESS:

Name a relative to notify in case you are hurt or become ill at your job.

NAME: PHONE NUMBER:

ADDRESS:

PREVIOUS EXPERIENCE

NAME OF COMPANY	ADDRESS	KIND OF WORK
1.		
2.		

Dogin, Y., Help Yourself To A Job, Part I, p. 20.

SAMPLE OF AN APPLICATION FORM

NAME: ____________________ PHONE NUMBER: ____________________

ADDRESS: ____

NATIONALITY: ____________________ HEIGHT: __________ FT. __________ IN.

CITIZEN: YES ________ NO ________ WEIGHT: ________ LBS.

SINGLE: ________ MOTHER'S MAIDEN NAME: ____________________

MARRIED: ________ NUMBER OF DEPENDENTS: ________ HANDICAPS: ____________

EDUCATION: NAME AND ADDRESS FROM - TO

GRADE SCHOOL: ____________________ ______ ______
Name:

____
Address:

JUNIOR HIGH SCHOOL: ____________________ ______ ______
Name:

____
Address:

HIGH SCHOOL: ____________________ ______ ______
Name:

____
Address:

PERSONAL REFERENCES:

1. NAME: ____________________ PHONE NUMBER: ____________
   ADDRESS: ____
2. NAME: ____________________ PHONE NUMBER: ____________
   ADDRESS: ____

Name a relative to notify in case you are hurt or become ill at your job.

NAME: ____________________ PHONE NUMBER: ____________

ADDRESS: ____

PREVIOUS EXPERIENCE

NAME OF COMPANY	ADDRESS	KIND OF WORK	REASON FOR LEAVING
1. ________	1. ________	1. ________	1. ________
2. ________ ________	2. ________	2. ________	2. ________

Dogin, Y., Help Yourself To A Job, Part I, p. 20.

TAKING A FIRST STEP

One of the first steps in applying for a job is filling out an application form. An application form asks for information that an employer needs to know about you. This information helps him to decide if he wants you to work for him. You will want to have a lot of practice in filling out application forms so that you will know how to write down the information you are asked to give.

STEP 1 Go by yourself to a local store, such as:

1. A 5¢ and 10¢ store
2. A department store
3. A shoe store
4. A factory
5. A clothing store

STEP 2 Ask to see the person in charge of the Personnel or Employment office.

STEP 3 Tell this person that your teacher wants you to have practice in filling out an application form. Ask him (or her) to please give you an application blank to take to school so that your teacher can help you fill it out.

STEP 4 Thank the man or woman for giving you the application blank.

STEP 5 At home, fill in as much as you can of the application form and take it to school the next day. Your teacher will work with you by explaining whatever you did not understand. Later on, you will have more lessons and drills on how to fill in the information asked for on an application blank.

Dogin, Y., Help Yourself To A Job, Part I, p. 9.

APPLICATIONS

When you go looking for a job you will be asked to fill out an application for the job you want. You will have to fill out other applications too. You will have to fill out an application for your social security number, for your driver's license and for many other things. Every time you fill out an application there are some questions that have to be answered. You should learn the answers to these questions and you should be able to remember them every time you have to fill out an application where they are asked. If you cannot remember them you should write them down and take them with you when you apply for a job and when you fill out other applications.

The form below contains some questions that are almost always asked when filling out an application. Fill out the form below. If you have any questions or problems in filling it out, ask your teacher for help.

1. NAME IN FULL (print)__________________________________
2. SOCIAL SECURITY NUMBER____________________Age_____Years______Months
3. WHERE DO YOU LIVE?__________________________ _____________ __________
   Street Address City State
4. DATE OF YOUR BIRTH: _______________ ______________ ____________
   Month Day Year
5. WITH WHOM DO YOU LIVE?___________________RELATIONSHIP_______________
6. FATHER'S FULL NAME_____________________OCCUPATION__________________
7. WHERE DOES YOUR FATHER WORK?______________________________________
8. YOUR TELEPHONE NUMBER_______________________
9. HOW LONG HAVE YOU LIVED IN THIS CITY?_______________________________
10. DO YOU ATTEND SCHOOL NOW?____
11. NAME OF SCHOOL________________________GRADE_______________________
12. IF NOT ATTENDING, GIVE NAME OF LAST SCHOOL____________________________
13. LAST GRADE COMPLETED BEFORE LEAVING SCHOOL____________________________
14. DATE YOU LEFT SCHOOL____________________DID YOU GRADUATE?____________
15. IF YOU DID NOT GRADUATE, GIVE REASON FOR LEAVING________________________

____

APPLICATION BLANK

NAME (FIRST) (MIDDLE) (LAST)

PRESENT ADDRESS (NO. & STREET) (CITY) (STATE)

HOME PHONE OR NEAREST NEIGHBOR'S PHONE

NOTIFY IN CASE OF EMERGENCY (NAME) (RELATION TO YOU)

(NO. & STREET) (CITY & STATE) (PHONE)

___MALE ___FEMALE

AGE

DATE OF BIRTH

HEIGHT

WEIGHT

CHECK ___SINGLE___MARRIED___WIDOW(ER) ___SEPARATED___DIVORCED

AGES OF CHILDREN, IF ANY

BOYS

GIRLS

NAME OF WIFE OR HUSBAND

WHERE DOES SHE (OR HE) WORK?

YOUR MAIDEN NAME IF MARRIED

IF UNMARRIED, WHERE DOES YOUR FATHER WORK?

WHOM DO YOU KNOW IN THIS PLANT

BEST WHAT KIND OF WORK DO YOU LIKE?

WILLING TO WORK ROTATION SHIFTS? ____YES____NO

DO YOU OWN A CAR? ____YES____NO

APPLICATION FOR EMPLOYMENT

NAME __________________________ DATE ______________

PRESENT ADDRESS: ______________________________

PERMANENT ADDRESS: ______________________________

PHONE NUMBER: ____________ SOC. SEC. NO. __________ AGE ______

MARRIED? ________ HUSBAND OR WIFES NAME: ______________
OCCUPATION: ______________
CHILDREN: NUMBER & AGES: ______________

ARE YOU NOW EMPLOYED? ____________ IF SO, MAY WE INQUIRE OR YOUR PRESENT EMPLOYER? ____________

EDUCATION:	NAME, LOCATION OF SCHOOL	YEARS ATTENDED	SUBJECTS STUDIED
Grammar School			
High School			
College			
Trade, Business or Correspondence School			

FORMER EMPLOYERS:	NAME & ADDRESS	SALARY	JOB
From - To -			
From - To -			

REFERENCES:

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1.			
2.			

In case of emergency notify ______________________________
Name Address Phone

I authorise investigation of all statements in this application and understand that misrepresentation or emission of facts called for is cause for dismissal.

Signature: ____________________ Date ______________

Curriculum - Personal Development p. 1

Living with "fears"
Topic

June 19 - 30 1
Dates Number

INSTRUCTION

The purpose of this unit is to discuss "fears" that people are unable to control and ways that they may cope with them.

I. Questions for discussion

   A. What are fears?

   B. How do people manage to live with these fears.

   C. What kinds of situations are difficult to change?

   D. What might be ways to get along with these situations?

Teacher Comments

The use of questions such as I A for motivation of discussion did not motivate the students as well as the Discussion Topics.

There is some hesitancy among the students in expressing their fears and thus some of the discussion was limited to those older solutions which students have heard so often-work harder, do it anyway, keep trying, etc.

Much more of this group therapy could be worked into the curriculum if time allowed.

TO BE USED WITH THE UNIT "LIVING WITH FEARS"

Discussion Topics

Bill was walking down a street and saw a very bad accident caused, as he saw it, by one of the cars going at a high rate of speed. Bill is now afraid to ride in a car, particularly one which is driven recklessly. What can Bill do to help himself?

Betty is afraid to recite in class. One of the reasons may be because she is afraid the other kids will consider her "Dumb" if she makes a mistake. How can Betty be helped?

When George was a little boy he wandered away from his parents in a huge building. George was very frightened and is still afraid to go to any place which is different to him. George wants a job, but is afraid to go to seek employment because of this fear. What can George do?

Helen is very unhappy with her parents and her home life. Her mother and father fight quite often. Is there any way Helen can help herself?

Hank dislikes school very much. He finds the work very hard. He knows that the more education he gets the better his chances will be to get a job and improve himself. What would you do if you were Hank?

How do other people see things
Topic

July 3-7
Dates

1
Number

INSTRUCTION	Teacher Comments
I. The purpose of this unit is to discuss the ways other people may evaluate and "see" situations or things. II. How might these people view situations or things? Members of my family People in my neighborhood My friends My teachers Employers Employees Members of a church	This unit was difficult for the students to comprehend. It might better be used as the situation for discussion arose. Or, motivational stories or situations might be created to aid in better understanding. The unit is a necessary one from the view that stustudents see things about themselves differently than do others. More preparation is needed for it. The worksheet, "The People You Like", was well received by the underachieving groups and lead to much discussion of peer group relationships.

THE PEOPLE YOU LIKE

Friends are people you like and who like you. Below is a list of 25 questions about people. Put a check mark (✓) in front of the ones that tell the kind of person you like.

____ makes fun of people behind their backs?

____ smiles a lot.

____ listens while others talk.

____ laughs at other people's mistakes.

____ is rude and bossy.

____ often wants to borrow money.

____ never returns what he has borrowed.

____ shows off a lot.

____ likes to have a good time.

____ is interested in other people.

____ can always remember people's names.

____ always tries to impress people with how much he knows.

____ wants to argue about everything.

____ is quiet and honest.

____ talks all the time.

____ always has to have his own way.

____ is sarcastic about everything.

____ likes to insult people.

____ never tries to hurt other people's feelings.

____ can be depended upon for help when it is needed.

____ looks at the bright side of things.

____ always has something good to say about other people.

____ is selfish and thinks only of himself.

____ can be trusted.

____ minds his own business.

Turner, Richard H., The Friends You Make, p. 41.

My Neighborhood
Topic

July 3 - 7
Dates

1
Number

INSTRUCTION

The purpose of this unit is to discuss ways that a person may help alter his environment.

I. Topics for discussion

   A. What can I do to improve the outside of my home with a limited amount of money?

   B. What can I do to improve the inside of my home with a limited amount of money?

   C. A person rents a house. Should that person do minor repairs on the house and yard or should the landlord take care of all upkeep?

   D. Another person buys a home. May he, if chooses, let his property become "run-down" and the yard littered? Is he obligated in this respect to the rest of the neighborhood?

Teacher Comments

This unit was discussed in conjunction with work in shop in home maintenance. Both groups illicited good responses to the topic I. - C.

The unit could be expanded as the discussion in home maintenance is expanded to show these repairs and upkeep on a low cost budget, etc.

Getting to know myself
Topic

July 10 - 14
Dates

1
Number

INSTRUCTION

The purpose of this unit is to attempt to help the student to evaluate himself.

I. Question for discussion

   A. Who am I?
   B. What am I like?
   C. Do I like myself?
   D. Do I like other people?
   E. What would other people think about me?
   F. Some things seem easy for others but hard for me. Why?
   G. Certain things seem easy for me and I like to do them. Should I try for some job which may require some of these things?
   H. Could I do more and difficult things if I tried and worked a little harder?

Teacher Comments

This unit met with great hesitancy on the part of the students - particularly those in the Special Ed. class. The students seemed to withdraw from discussion which was this personal. It is deemed by the teachers as a very necessary part of this curriculum area. However, many more concrete examples and worksheets are needed as well as well motivated discussion. Possibly this unit should be considered for interjection into the curriculum over a long period of time.

HOW DO I LOOK?

Put a check mark before each of the numbers below that tell how you look.

____1. brown eyes
____2. blue eyes
____3. gray eyes
____4. green eyes
____5. curly hair
____6. straight hair
____7. red hair
____8. brown hair
____9. black hair
____10. blond hair
____11. overweight
____12. underweight
____13. weight just right
____14. short
____15. tall
____16. medium height
____17. handsome
____18. beautiful
____19. pretty
____20. cute
____21. freckles
____22. long arms and legs
____23. short arms and legs

____

Turner, R.H., *The Person You Are*, p. 7

WORRIES

Most people have worries about themselves; about their weight; about their friends; about what they are going to do; about many things.

Below is a list of some of the most common worries that people have. Put a check mark (✓) beside the ones that worry you.

____1. Have trouble falling asleep.

____2. Can't see any jobs that you can do.

____3. Feel that you're not wanted.

____4. Don't have many friends.

____5. Often don't feel well.

____6. Feel lonesome a lot.

____7. Don't have anyone to talk about your problems with.

____8. Feel you're different from other people.

____9. Worry about being liked.

___10. Worry about looking pretty or handsome.

___11. Worry about meeting new people.

___12. Worry about getting up in front of a group.

___13. Worry that you'll never get a job

___14. Worry that you'll flunk out of school.

___15. Worry about being alone.

Mooney, T.J., Money in the Pocket, p. 41.

Where to go for help
Topic

July 10 - 14
Dates

1
Number

INSTRUCTION

The purpose of this unit is to acquaint a person with people to whom he may go if he has a problem.

A. Topics for discussion--people who may be willing to help with problems.

State organizations
County organizations
Members of the family
Police
Firemen
Friends
Teachers
Principals
Counselors
Ministers
Church organizations
Doctor
Lawyer

Teacher Comments

Time did not allow much discussion of this area. The underachieving group did incorporate some of it in discussion of other units.

Topic: My Family

Dates: July 17 - 21

Number: 1

INSTRUCTION	Teacher comment
The purpose of this unit is to discuss the family as a unit and what roles should the members play. (NOTE: May or may not be used along with the unit on "How do other people see things.") I. Students may use the paper bag technique mentioned in "Mental Hygiene for Teachers" as a method of socio-drama. Faces are first drawn on paper bags. The bags are then blown up and during the role playing the student may hold them in his hand or tie them to a stick.	Underachievers--This group responded extremely well to this unit. Many of their problems, at least those that they could discuss, were in this area. The worksheet "In Your Family" held a high interest. One point, #10, brought the interesting conclusion that neither parent was boss in the family and that this might well be the cause of much family tension. The students did express concern as to who was going to read their comments. Definite attitude change was noted overall in one of the students following this discussion of family problems. "Have You Ever Wanted" was also well received. I was not used with this group as both teachers and students felt uncomfortable with the prospect. Special Ed.--This group did use I. It was difficult for most of the students as many were too self-conscious. Much more preparation was needed. Some insisted on raising their hands. They had difficulty in falling into the spontaneous spirit of action. The possibility that this might be an extremely good way to work out some of the students problems is well taken if enough time were spent getting them relaxed and into the spirit of it. Also the teachers must be comfortable with the activity. The other worksheets were also used with this group relatively successfully.

Arnholter, E., "Social Drama for Retarded Adolescents" *Mental Hygiene for Teachers*, 1963, p. 241

HAVE YOU EVER WANTED ....

Put a check mark (✓) beside any of the changes listed below that you have ever wished would happen in your family.

___ to have no brothers and sisters?

___ to have brothers and sisters?

___ to have a brother?

___ to have a sister?

___ to have a different family?

___ to have a different father?

___ to have a different mother?

___ to live in another place?

___ to have your mother get married again?

___ to have your father get married again?

___ to have a happier family?

___ to have a more friendly family?

___ to have more money in your family?

___ to live alone with just your mother?

___ to live alone with just your father?

___ to live by yourself?

___ to be an adopted child?

___ to be an orphan?

____

Turner, R.H., The Family You Belong To, p. 37.

IN YOUR FAMILY

1. What other home besides your own, do you like being in?

____

2. Why do you like to go there? ______________________________

____

3. Are you happier there than you are in your own home? ____________

4. Why? ______________________________________

____

5. Do you wish you could be treated differently at home? ____________

Why? ____

6. Who fixes things in your home when they get broken? ____________

7. Who does the cooking? ______________________________

8. Who buys the groceries? ______________________________

9. Do you have jobs to do at home? ______________ What are some of your jobs at home? ______________________________

____

10. Who is the boss in your house? ______________________________

11. Do you feel that there is someone in your family who doesn't do his share of the jobs around the house? ______________________________

Why don't you think he or she does his share of the work? ____________

____

____

Turner, R.H., The Family You Belong To, p. 9.

Introduction to the Kitchen

June 12-16 — 1
Dates — Number

MATERIALS

I. When the children come into the kitchen, show them which tables you will use. Let them select the kitchen that they want to use during this 6 weeks. Explain that they will keep the same kitchen and same seat every day. (Suggest use of seating chart) Spend a few minutes talking about the fun that we hope to have in the kitchens.

Discuss the rules and regulations listed on Page 31-32-AT WORK IN THE KITCHEN

Let the children explore their kitchen and then the entire room.

After they have had time to explore, let them go into the dining room and visit. Ask for several volunteers to help you serve a cool drink and cookies (drink prepared ahead of time) Can be served in the dining room.

Ask for several more volunteers to help you clean up after the group finishes the refreshments.

For notebook:

Suggested projects for this week:

1. Have students find pictures of place settings for breakfast meals. They might even write down what foods they would have with this setting.

2. Bulletin Boards- Attractive pictures on table settings. Start Basic 4 Chart.

Teacher Comments

The home economics area has been generally successful from the beginning. The boys particularly of the underachieving class appeared to be rather self-conscious and displayed noisy and rude behavior, while taking all instruction well. They are quite capable and tend to be quicker and less messy and clean up better than the girls.

The Special Ed. students function well in this class since listening is kept to a minimum and more active, easily completed tasks were given. The bulletin boards were particularly successful with this group.

MATERIALS

II. Prepare refreshments of punch and cookies to be served after the guest speaker- Tuesday.

III. Mrs. Cheryl Lipe, Home Economist for Cilco will give a demonstration entitled The Case of the Missing Stove.

She will discuss and demonstrate the various parts of the range. This demonstration also covers other important information about the care of the range While discussing the areas on the range that we will be using, Mrs. Lipe will make Fruit Pizza-which will be served to the students at the end of her demonstration.

Note to the Teacher:
On Friday-the lab will be another simple lab to give the students an opportunity to practice table setting, manners, housekeeping duties and locating things in the lab kitchen. The menu will be:

Cereal and Sliced banana
Milk

The children should decide on three favorite cereals on Wednesday so that the grocery order can be placed for Thursday delivery.

Teacher Comments

Speaker

Mrs. Lipe discussed the term "range" as similiar to "stove" but preferable in reference to the appliance. She covered safety factors and care of the range.

The underachieving group seemed to enjoy the demonstration to a greater extent than the Special Ed group. The speaker was rather soft spoken particularly for the deaf-hard of hearing.

The fruit pizza was an excellent experience in a food which was foreign to the students and much to the surprise of some, quite palatable.

This food led to a discussion of foods not familiar to the students. It precipitated the offer of one student to bring shrimp which he prepared in boiled and french fried form for his group to sample. It was an excellent opportunity for the boy to shine in an area he knew well and raise his self esteem as well as his image in the eyes of the classmates. This should definitely be encouraged with these students.

MATERIALS

IV. Review pages 31 and 32 from Monday if you feel it is necessary.

Read or discuss 1 and 2 on page 33... in same book.

Pass out work sheets to each child Explain that this is the sheet that will be used for each lab. The jobs are rotated each time so that no one has the same job 2 days in a row. Discuss clean up jobs and answer any questions.

After housekeeping duties, discuss the proper dishwashing technique- p. 35 and 36 in AT WORK IN THE KITCHEN

Demonstrate how to set up a sink for proper dishwashing. Discuss amount of soap needed. Students have a tendency to use too much.

Review above information by asking questions. Make sure that they understand.

V. Plan to demonstrate HOW TO MAKE POPCORN IN THE ELECTRIC SKILLET.
1. Help them fill out the bottom part of the work sheet.
2. Pass out drawing of How To Set A Table for a snack. Let each child set his own place, using the picture as a guide.
Note: Hostess always selects placemats and centerpiece for the table.
3. While the children set their table, the teacher can be preheating the skillet in demonstration kitchen.
4. Ask for 4 volunteers and then have all of the children gather around the counter that you will be using. Have the volunteers
   a. Measure 2 tbsp. oil into the skillet

Teacher Comments

This week as a whole is considered as quite successful. If time allowed more emphasis might be given to manners while:

a. Eating
b. Talking
c. Visiting

Also a unit might be devoted to foods foreign to the students, utensils used for eating that are unfamiliar and manners with proper eating habits in more formal situations such as banquets, wedding receptions, etc. Dress required for various eating situations might also be included.

MATERIALS | Teacher Comments

b. Measure 1/2 c. popcorn
c. Melt 1/3 stick oleo in small pan.
d. Add popcorn when light on skillet goes out. Shake back and forth until popping stops.
e. Make up a cool drink. Put lid on popcorn and make sure vent is open. When finished, carefully remove lid add melted oleo AFTER you have poured popcorn in a large mixing bowl.

Make up 2 or 3 skillets, depending on how well the children like popcorn. While they are popping, you will have time to check on the cool drink. Have one girl take out several trays of ice cubes. Call on another girl to help fill glasses.

When the popcorn and cool drink are ready, have the children fill their own serving bowl and stand behind their chair until every one at their table is ready to sit down.

When all the children are finished, they are to stack their dishes and follow the proper techniques for dishwashing. (pp. 35-36 in the Red Book)

VI. Menu: Cereal, choice
Sliced bananas
Milk

1. Spend first 5 minutes assigning housekeeping duties.
2. Each child will set his own place using picture as guide.
3. Each child will prepare his own cereal. Remind them that they eat what they put in their bowls ...so, don't take more than they can eat.
4. Slice banana on cutting board.
5. Hostess fill glass pitcher with milk from ½ gallon container--for cereal. Place on table.

This lesson was used as a check of carry over of manners topic of preceding day as well as giving attention to proper form in table setting.

MATERIALS	Teacher Comments
Get placemats and centerpiece.	
6. After children have their bowls ready, stand behind chair and wait for hostess to sit down first.	

Weeland, Lauretta Larson, At Work In the Kitchen, pp. 31-32

FOOD PREPARATION
First Week

The first cooking lab was very simple, and the main purpose was to see how well the students could work together and if they could follow simple directions. We prepared popcorn and a cool drink. From this simple lab the students had new experiences, such as:

(1) Using an electric skillet to pop corn.
(2) How to set a table for a popcorn snack.
(3) How to work with others in a school kitchen.
(4) How to follow simple directions.
(5) How economical popcorn and a cool drink would be to serve to guests in the home.

Each student was given a drawing of a place setting and then he was to set his own place, using the picture as a guide. This was easy for most of the students.

Our second lab during the first week was to prepare refreshments for our first guest speaker. Group One prepared punch and cookies. We used ready-made cookies for this first experience, because the students were not familiar with the kitchens. This was a good "fun type" experience for them.

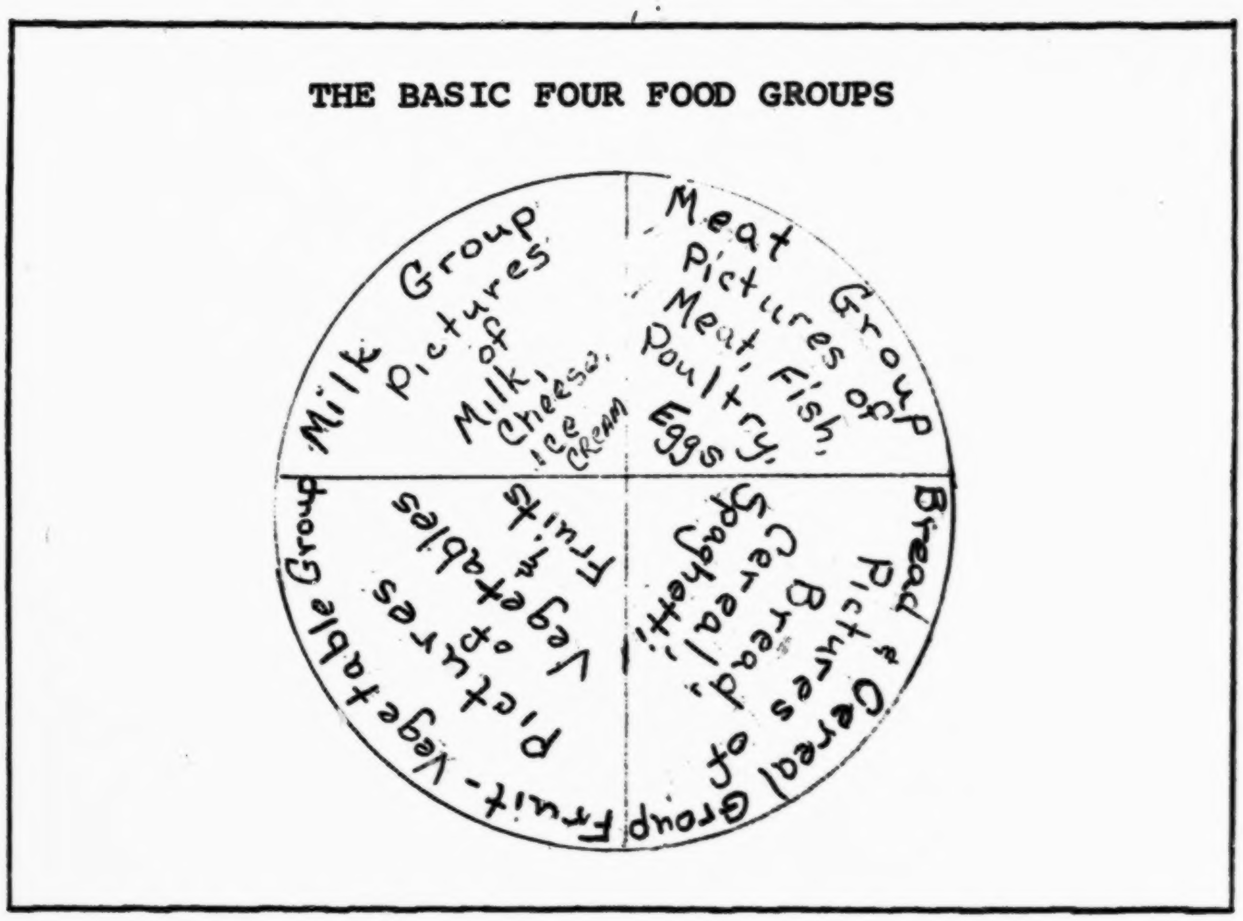
Our last lab for the first week was a good experience in preparing a nutritious, low cost breakfast. The students voted on three favorite cereals. Each student was presented a drawing of a table setting for this meal. Each student set his own table cover and prepared his own cereal and banana. This lab was very successful and provided the following learning experiences:

(1) How to set a breakfast table properly.
(2) Manners at the table.
(3) How to make food attractive.
(4) How to prepare an economical and quick breakfast.

Cereal----------.05 per serving (approx.)
Banana----------.05 per banana
Milk------------.06 per serving
Milk------------.03 for cereal
Total cost .19 per serving

At a later date the students also discussed the BASIC FOUR FOODS that they had in that one economical and nutritious meal.

FIRST BULLETIN BOARD

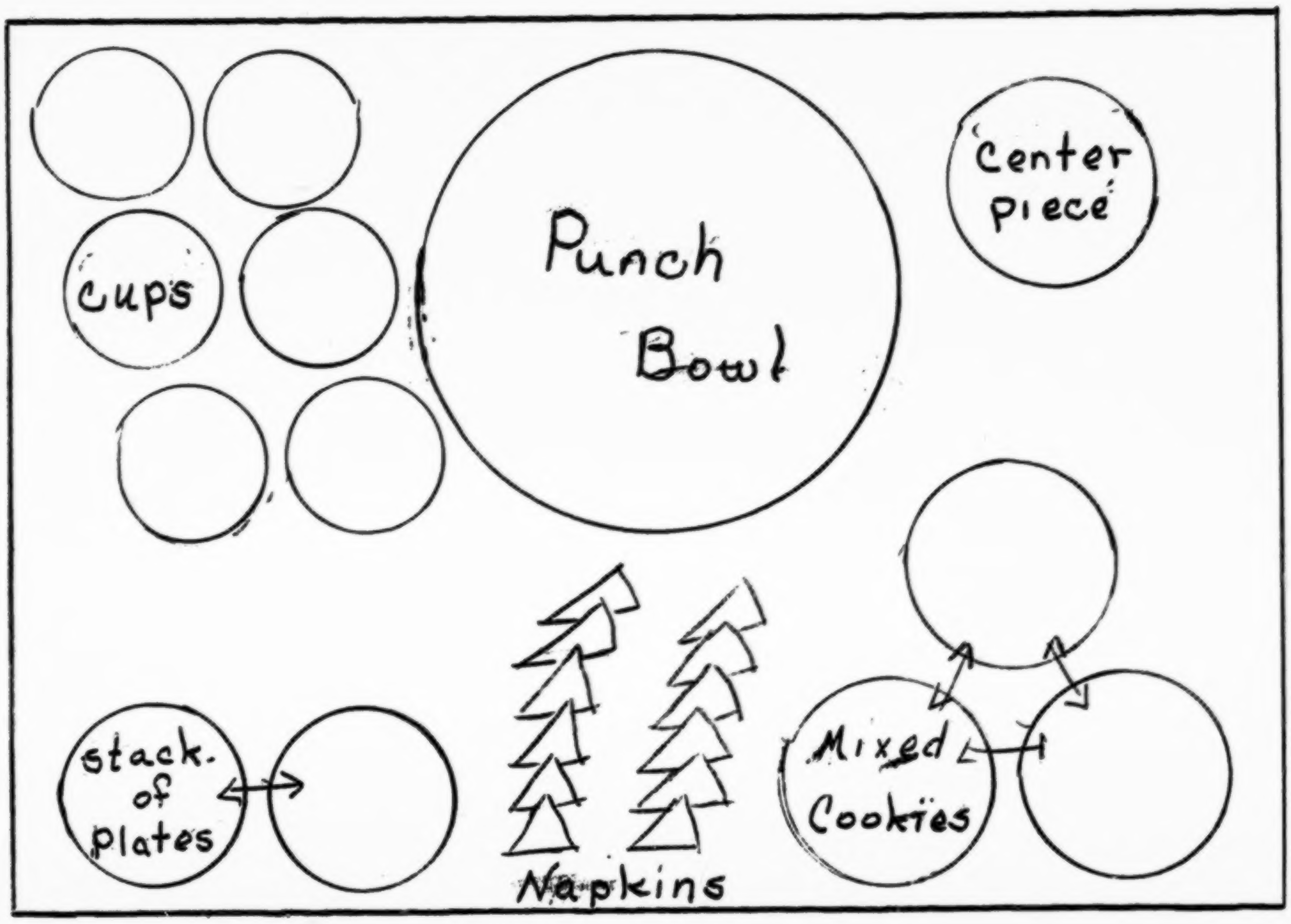

THE BASIC FOUR FOOD GROUPS
Milk Group
Pictures of Milk, Cheese, Ice Cream
Meat Group
Pictures of Meat, Fish, Poultry, Eggs
Bread & Cereal Group
Pictures of Bread, Cereal, Spaghetti
Fruit-Vegetable Group
Pictures of Vegetables & Fruits

This first bulletin board was prepared by the Special Education Group. All of the students looked through magazines for pictures of BASIC FOUR FOODS after we had discussed it in class. A group of boys volunteered to fix the bulletin board with pictures they selected from all of the ones that the students cut from magazines.

They used orange letters, and blue yarn to make the circle.

The board was very effective. We used it during class discussion in several ways: (1) Attractive foods (2) Foods we need every day (3) Amounts needed each day (4) Other foods in each group--such as fish and eggs in the MEAT group.

REFRESHMENT TABLE



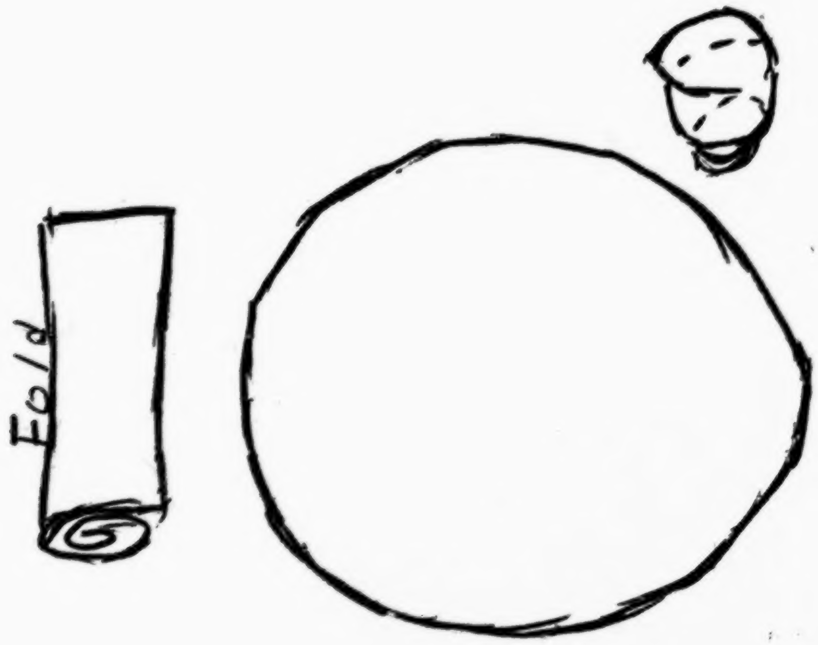
Each week the students had the opportunity to set up a refreshment table. This sketch is typical of how they would arrange the table. However, it did vary slightly from week to week.

This was a good learning experience for the students... and they enjoyed preparing refreshments for our guest speaker. Some of the learning experiences were:

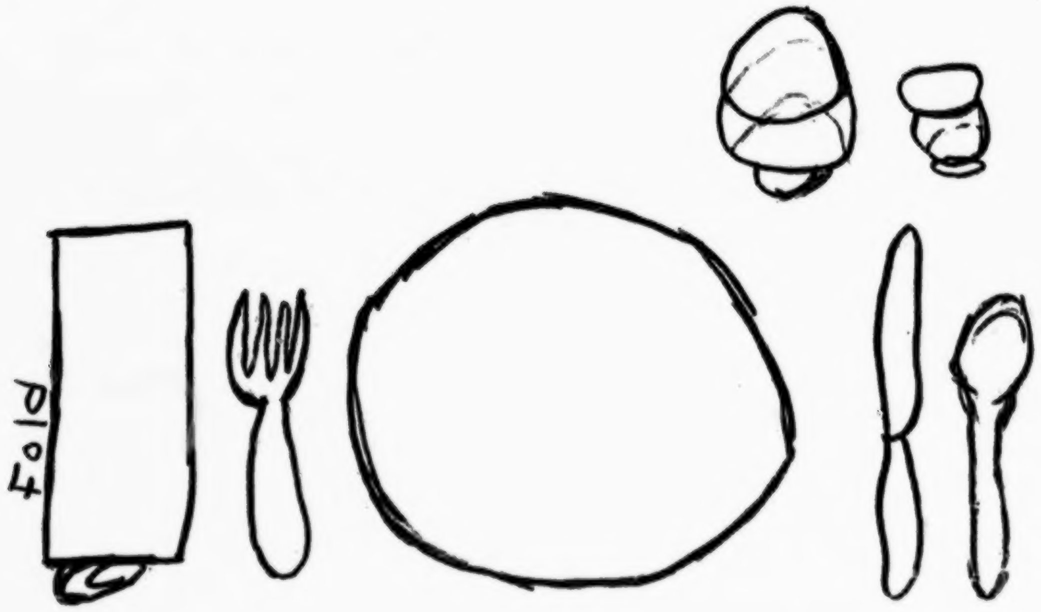
(1) How to set a tea table.
(2) How to serve at a tea table.
(3) How to behave at a tea, reception, etc.
(4) How to prepare food for fifty people.
(5) How to make food look attractive.
(6) How to read a recipe and follow directions.

The students seemed to enjoy the opportunity of preparing refreshments each week.

Place Setting



For Snack



For Breakfast

ITEM TO PREPARE	STEPS FOR PREPARATION	PERSON	PREPARATION TIME	TEMP. FOR BAKING

	CLEAN UP TIME		NAME OF WORKER
HOSTESS	SCRAPE DISHES STACK DISHES WASH AND DRY PLACEMATS WASH AND DRY TABLE	CHECK UP AFTER ALL JOBS ARE COMPLETE	
WORKER ONE	WASH DISHES CLEAN RANGE CLEAN SINK		
WORKER TWO	DRY DISHES PUT DISHES AWAY		
WORKER THREE	PUT ALL EQUIPMENT AWAY WIPE COUNTER TOP CHECK DRAWERS AND CABINETS SWEEP FLOOR AROUND YOUR TABLE		

Home Ec. - Why Do We eat?
Topic

June 19 - 23
Dates

1
Number

MATERIALS

This week we will discuss foods and eating habits - and try to show the students how eating effects the way they look, feel, act and WORK:

Discussion questions:

1. Why do we eat?
2. What does food do for your body?
3. Why do we say that it is important to eat 3 balanced meals a day? WHY? WHY NOT? What does that mean to you?
4. How many of you eat three meals a day? Why or why not?
5. Why do you think we will spend time talking about food, when this is a program about work, etc.
6. Stress that if you eat the proper food, you will feel better, look and eat better.
7. We said that we have the right foods - does anyone know what the right foods are? BASIC FOUR List on board - and discuss.
8. Discuss other foods that are included in each group.
9. Discuss what each food does for the body - such as give energy, build and repair the body, etc.
10. The following week, we will discuss
    Places where we eat.
    Manners when eating
    How to set tables and serve
    Jobs available in food service- bus boys, waitress, salad girls, waiters, cooks, bakers, etc.

Teacher Comments

Special Ed. Group

Response to this unit was good. Most of the information was reiterative of material presented in other classes. The group showed excellent recall for the facts but often without comprehension of the earlier instruction.

The students work well with each other and are eager to please the teachers.

Underachievers

This group is not interested in discussion of materials other than those relating directly to food preparation. Their interest level was low on discussion of the "Daily Food Guide." Thus, this group's course will be adjusted to involve more food preparation and less discussion. The boys show a definite enjoyment of this area.

MATERIALS	Teacher Comments
Projects: Divide into groups and plan a bulletin board on BASIC FOUR Foods. Divide board into 4 areas and then find pictures for each group. Have children AND teachers bring old magazines, etc. so that they can hunt for attractive pictures.	

Home Economics - Basic Four Foods
Topic

June 26 - June 30
Dates

1
Number

MATERIALS

Monday
Group I -
Review the Basic Four Food Groups that we discussed last week.
Evaluate the Bulletin board that the boys made.
Discuss terms:
Recipe
Measuring
Oven Temperature

Let the group prepare brownies from a MIX. This is a simple recipe and a good beginning lesson in reading recipes. It also provides success, since a mix is usually successful. These children need to have success.

Group II
This group has not had the discussion from last week - on WHY DO WE EAT? We will cover this in class today...using the same guide questions listed in last weeks plan.

Both groups will have the opportunity to help plan the menu for our cook-out next Monday. One lab this week will be preparing some cookies that we can freeze until picnic time on Monday.

We will spend some time reading recipes, practice setting,the oven temperature, etc. These were marked NO on the pre-quiz given to group I and. II.

Teacher Comments

The Special Ed. group appeared to retain much of the material which had been discussed previously. They enjoyed the measuring and were able to achieve success in this task.

The underachieving group still shows no enthusiasm for activities other than cooking and eating. Motivation with this group is different.

Both groups showed more confidence.

We stressed:

1. dry measuring, using the tin and glass measuring cups (STANDARD MEASURE)
2. Setting oven temp.
3. Level, accurate measurements.
4. Various ways to use a box mix. Today we baked the banana on a sheet cake pan rather than making it into banana loaf bread. We cut the cake into bars after a thin glaze was spread on while the cake was still warm.

Group II mixed and baked the cookies. They were pleased to learn that they were going to work in the kitchen.

Group I left the recipe and measured ingredients in the 3 kitchens.

Group II worked very well to-

MATERIALS	Teacher Comments
Group II This group will be responsible for fixing the next bulletin board. They will each draw a term out of a box- ie. appetizers. Then that person will have to find pictures of the various types of appetizers that one might serve. Finding pictures of the terms used on the pre-quiz will help the children have a better understanding. I believe that it will lead to many good discussions on related areas - such as, how to eat them, etc.	gether. Several boys "goofed off" a little, but they did their work in spite of it. The girls were just as enthused... which is unusual. Each kitchen teased the others about which group would have the best cookies. I was pleased and relieved with the class as the week progressed. Behavior and attitude were much better - because they enjoyed what they were doing.

Peanut Butter Cookies

Take Out:

1. Measuring Cups - tin and glass
2. Measuring Spoons
3. 1 Mixing Bowl and 1 small bowl
4. 1 Wooden Spoon
5. 1 Pancake Turner
6. 2 Cookie Sheets
7. Flour Sifter
8. Table Fork
9. Cake Racks
10. Hot Pads
11. Wax Paper

Ingredients:

1. Sift --- 1½ cups flour onto wax paper.
2. Re-measure 1½ cups. Pour this into sifter and add -- 1 teaspoon of B. Soda and Dash of salt.
3. Sift this onto wax paper. Leave it.
4. In large mixing bowl, soften ---- ½ cup shortening.
5. Then, slowly add --- ½ cup brown sugar, and ½ cup granulated sugar.
6. Next, in a small bowl, beat 1 egg until well blended. Then, add egg to mixture in large bowl. Next, add ½ cup peanut butter to mixture. STIR. Then add ½ tsp. vanilla. Next, stir in flour mixture -- small amount at a time.

Chocolate Chip Cookies

First of all, you should...... Set Oven : 375
Now wash your hands: Baking Time : 10 - 12 min.

Take out the following utensils BEFORE YOU START!

1. 1 LARGE MIXING BOWL
2. TIN AND GLASS MEASURING CUPS
3. WOODEN SPOON
4. MEASURING SPOONS
5. COOKIE SHEETS
6. CAKE RACKS OR PAPER TOWELS
7. PANCAKE TURNER
8. WAX PAPER

NOTE: instead of drop cookies, you can shape them into walnut size balls and smash with a fork. You can keep cookies the same size this way.

NOW WE ARE READY TO START!

1. On wax paper -- sift 2¼ cups of flour.
2. Then, re-measure 2¼ cups of flour. Pour it into sifter. To it, add -- 1 teaspoon Baking Soda and 1 teaspoon salt.
3. In large mixing bowl, combine -- 1 cup shortening, 3/4 cup granulated sugar, 3/4 cup brown sugar, 1 teaspoon vanilla, and ½ teaspoon water.
4. Beat this with wooden spoon - until creamy. Then, beat in 2 EGGS.
5. Now add flour mixture and MIX well.
6. Stir in one large pkg. of chips.
7. Drop onto greased cookie sheet.

EASY ' N ELEGANT TIME SAVERS
FROM REFRIGERATED FOODS

CHEESEBURGER TURNOVERS

FOR FIVE BAKE AT 425

YOU'LL NEED:

1 CAN REFRIGERATED BISCUITS
½ lb. HAMBURGER
1 TABLESPOON CHOPPED ONION
¼ TEASPOON SALT
1/8 TEASPOON PEPPER
5 SLICES AMERICAN CHEESE, cut in half

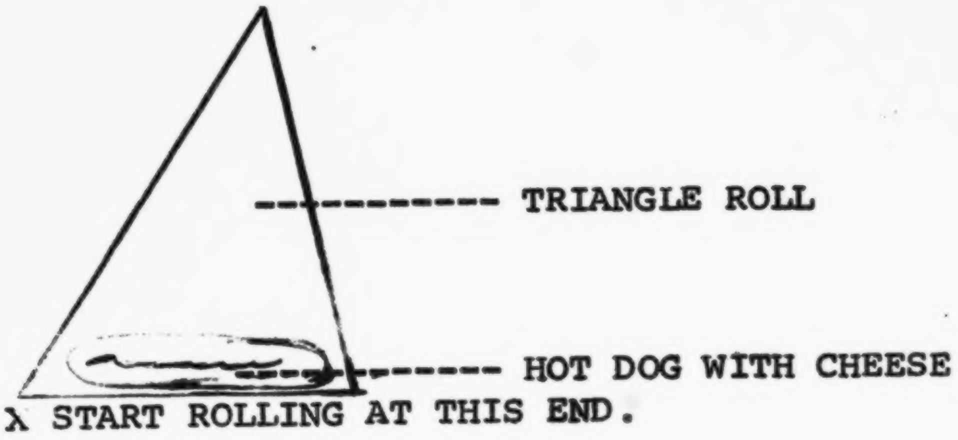
1. Fry Hamburger until it loses its red color. ADD ONION, SALT, PEPPER.
2. FOR EACH TURNOVER, PLACE 2 BISCUITS, SLIGHTLY OVERLAPPING, ON WELL FLOURED SURFACE. ROLL UNTIL EACH BISCUIT FORMS AN OVAL ABOUT 5 INCHES LONG. PLACE ABOUT 3 TABLESPOONS OF MEAT MIXTURE ON 1 BISCUIT AND TOP WITH 2 HALF SLICES OF CHEESE.
3. MOISTEN EDGES WITH WATER, FOLD THE SECOND BISCUIT OVER THE MEAT AND CHEESE. SEAL WITH A FORK. PRICK TOP WITH A FORK.

4. BAKE AT 425 for 8 to 10 Min. UNTIL GOLDEN BROWN. SERVE HOT - EAT IT LIKE A SANDWICH OR TOP WITH CATSUP.

HOT DOG CRESCENT ROLL UPS

MAKES 8 BAKE AT 375 for 10-13 min.

1. UNROLL REFRIGERATED QUICK CRESCENT DINNER ROLL dough. SEPARATE INTO 8 TRIANGLES.
2. SPLIT 8 HOT DOGS AND INSERT A ¼ of a slice of AMERICAN CHEESE INTO THE SPLIT HOT DOG.
3. PLACE A HOT DOG ON EACH TRIANGLE AND ROLL UP AS DIRECTED ON LABEL.
4. PLACE ROLL UPS ON GREASED COOKIE SHEET...CHEESE SIDE UP.
5. BAKE AT 375 FOR 10 to 13 minutes UNTIL GOLDEN BROWN. SERVE HOT.



Home Economics
Topic

July 3-7
Dates

1
Number

MATERIALS

WEEKLY OUTLINE:
Monday - Picnic at Lake Springfield

Wednesday - At the beginning of the class period, discuss with the children the menu and cost per person - for our picnic. Point out how economical it was to serve this many people on a weiner roast.

After discussing the above, both groups will work on table setting and serving. (1) At each table, one person will be responsible for serving the plates and another person will be responsible for clearing the table. The students will prepare hot dog crescent rolls, p. chips and a packaged cool drink. Point out to them how this recipe could be used as main meal if served with another vegetable and a salad.

Thursday - Both groups will discuss common abbreviations used in cooking. (2) For refreshments, they will prepare a nutritious cool shake. Discuss with the students the nutritive value, pointing out ingredients on package. Try to impress the students with the importance of reading the package and other labels.

Friday - Group I will prepare punch, brownies and set up the refreshment table for the guest speakers.

Teacher Comments

Once a week the students have had the opportunity to prepare refreshments and set up a punch table- to serve the various quest speakers that we have had each week.

The refreshments were either punch, cookies and brownies -- or - punch and cupcakes. The cookies were usually made from a recipe and designed for the following learning experiences: (1) to provide the students with the experience of following oral and written directions. (2) to give the students experience in measuring ie. using standard measures and accurate measures. (3) to provide them with the experience of working in a group situation ... with a different host (boss) each lab. This provides experience in leading and following.

The cupcakes were made by using a box mix - for the following reasons: (1) to provide the students with a successful baking experience - because mixes are usually a success. (2) to point out to the children

Home Economics
Topic

July 3 - 7
Dates

1
Number

MATERIALS

Teacher Comments

how economical a mix can be. For example, the cake mix was 39 cents and one egg = .04 cents One mix will usually make 30 cupcakes. So - .39 + .04 = .43 for 30 cupcakes. + .15 for frosting This is much cheaper than what they could buy cupcakes in a store or bakery. Average cost in a store or bakery is 10 to 15 cents for one cupcake. (3) this type of lab is a fun-type experience and allows the children to be creative when decorating.

We have experimented with three types of punch and the cost varies with each.

I.	4 orange drink	.40
	1 ginger ale	.30
	1 pineapple juice	.30
	½ bottle red marschiano cherries	.20

$1.20 for approx. 50 to 60 servings

II.	3 orange drink	
	2 strawberry drink	.50
	2 grapefruit soda	.20
	1 tray pineapple ice cubes	.20
	½ bottle marschiano cherries	.20

$1.10 for approx. 50 servings

Home Economics
Topic

July 3 - 7
Dates

1
Number

MATERIALS

Teacher Comments

III.	1 orange drink	
	3 strawberry drink	.40
	1 lime drink for ice cubes	.10
	1 ginger ale	.30
		$ .80 for approx. 50 servings

The students liked all three recipes of punch. It is certainly very economical to serve and easy to prepare. It was refreshing and attractive.

Each week we spent 2 of our days preparing for guest speakers. The day prior to the visit, the students perpared cookies or cupcakes and ice cubes. On the day of their visit we spent time preparing punch, setting up an attractive table, and then cleaning up after refreshments. However, it was time well spent. It provided several good learning experiences: (1) following directions, (2) reading a recipe, (3) preparing economical, attractive, delicious refreshments for a large group, (4) serving at a punch table, (5) manners, (6) opportunity to be a leader and a follower.

Barclay and Champion, TEEN GUIDE TO HOMEMAKING, pp. 342 and 343

Wieland, Lauretta Larson, AT WORK IN THE KITCHEN, p. 41

Cooking Terms and Food Service
Topics

July 10-14 1
Number

MATERIALS	Teacher Comments
Monday: We talked about the jobs that they would see on Tuesday when visiting Heritage House and Holiday Inn, East. Some jobs to watch for-salad girls, bakers, vegetable cooks, dishwashers, busboys. waitress, laundry workers, etc.	Both groups were interested in what they might see. Discussion was good-especially with Underachievers. Several boys related experiences they have had while working with food service.
Tuesday: Field Trip	
Wednesday: Both groups made Yeast Bread Dough-after a short discussion on the importance of heat and moisture to yeast. Both groups prepared the dough from "scratch". It was then placed in the refrigerator until Thursday.	Both groups did an excellent job in making the dough. All the students had the opportunity to observe bakers at Heritage House. She was cutting and shaping the dough into small loaves of bread. I feel the experience of watching her handle the dough gave them confidence in working their own dough.
Thursday: Prepare Sweet Rolls- Each group kneaded, shaped, and baked their dough-after watching the simple kneading process. The students had the opportunity to observe the dough at all of the various stages. The students were eager to knead and shape the dough. Each student had the opportunity to work with the dough-and to shape at least one roll.	This lab was a huge success for both groups, provided experience in: 1) Reading a recipe 2) Working with yeast dough 3) Planning a 2 day lab-jobs for everyone 4) Producing a successful, delicious product.
Friday: Each group saw two films: 1) From Cow to Carton- a film on milk production and the importance of milk and milk products in our daily diet. 2) Good Things From The Garden- a film showing the huge production of vegetable for industry. Excellent--Shows student employment in fields; girls in factory.	Both films were good and both groups seemed to enjoy the films. On Monday they were going to the farm so this was a good time to see the films related to the trip.

COMMON ABBREVIATIONS USED IN COOKERY

Teaspoon= t. or tps.
Tablespoon= T or Tbsp
Cup= C.
Baking Powder= B.P.
Baking Soda= B.S.
Square= Sq.
Ounce= Oz.
Pound= lb. or #
Pint= pt.
Quart= qt.
Hour= hr.
Minute= Min.
Temperature= temp.
Chocolate= Choc.
Gallon= Gal.

COOKING TERMS

1. A la Carte= A menu that lists prices of each food served.
2. A la King= Diced meat or fowl with vegetables in a cream sauce.
3. Ala Mode= Served in the fashionable manner. for example: ice cream served with fruit pie.
4. Appetizer= A food served for the first course that stimulates the appetite creating a desire for food.
5. Au Gratin= A scalloped dish made with cheese.
6. Beverage= A drink, such as coffee, tea, cocoa, etc.
7. Canape= An appetizer made of bread cut in fancy shapes with a well seasoned topping and garnished. Sometimes the bread is fried or toasted.
8. Compote= a mixture of cooled fruit.
9. Consomme= A clear soup.
10. Croutons= Toasted bread cubes used to garnish soups.
11. Hor d' oeuvre= Appetizers highly seasoned spreads put on bread in fancy shapes, etc.
12. Julienne= to cut in find strips.
13. Table d' Hote= A fixed restaurant or hotel menu with a fixed price.
14. Torte= A very rich cake.

NO KNEAD REFRIGERATOR ROLLS

1 cup warm water
1 pkg. dry yeast
¼ cup of sugar
1 tps. salt
1 egg
2 tbsp. soft shortening
3 to 3½ cups sifted flour

1. In a large mixing bowl, dissolve yeast in warm water.
2. Add sugar, salt, and 2 cups flour. Beat thoroughly 2 minutes.
3. Add the egg and shortening.
4. Beat in the rest of the flour- adding a small amount at a time. Beat until smooth.
5. Put dough in a clean, lightly floured bowl. Cover with a clean damp cloth. Place in lower shelf of refrigerator.
6. About 2 hrs. before baking time take out the amount of dough needed. Shape it into dinner rolls, sweet rolls, etc.
7. Place it on a greased baking sheet. (leave space between each roll)
8. Let rise until light. This takes about 1½ hours.
9. Heat oven to 400. Bake 12-15 minutes. Yield: 2 doz. med sized rolls or 1 doz. sweet rolls.

Home Economics Food Variety
topic

July 17-21 1
Date Number

MATERIALS

Tuesday:
2 films for both groups
1. Mexican Foods the American Way
2. The World in your Kitchen

Wednesday:
Special Ed. Group- clean cupboards
Underachievers- Prepare cupcakes and brownies for Career Day.

Thursday:
Set buffet table and serve

Friday:
Surprise party for teachers and clean-up.

Teacher Comments

Both groups enjoyed the films. The underachieving group was able to pick out many of the terms used in foods to which they had been exposed. More experiences in this area would be good.

Unit in General:
This area was well liked particularly by the Special Ed. group. The underachievers preferred to work more quickly-even though less accurately-and would have liked to do more actual cooking. They did not relate well in discussion. Possible group participation in a demonstration form or presentation of material in another room other than the kitchen might have aided discussion. In another such program, preparation of a well balanced full meal,more variety in areas of fruit, exposure to grades of meat and possibly demonstrations of actual mistakes in cooking such as what happens when baking powder is forgotten showing the function of these ingredients may be added to the curriculum.
The discussions and demonstrations of manners, table arrangements, shopping in quantity, and food costs were very good. Food cost is an area that could be incorporated with math. All of these areas are ones in which students need more experience.
The students of both groups were quite proud of the products as they cooked and baked thus adding to the development of self esteem and success.

FILMS

Modern Talking Picture Service, Inc.
160 East Grand Avenue
Chicago, Illinois 60611

Good Things From The Garden

This film shows the production of vegetables for canning factories in big business. Student workers were used in the fields and girls were working in the factory. It is an excellent film to incorporate in discussion of jobs of this nature.

From Cow To Carton

This film relates the story of milk processing, past and present. It also stresses the food value of milk in the daily diet. Parts of the film are animated and it appears to be good for a wide range of ages in children.

The World In Your Kitchen

This film was particularly good for a unit in food variety as it presented both foods from different countries and were exposed to some of the country's eating customs at the same time.

Mexican Foods The American Way

This film showed how to prepare simple Mexican foods. It held the attention of the students and was easily understood.

Plastics
Topic

June 12-16 1
Dates Number

MATERIALS

I. Specific Objectives:

A. To teach the student how to lay out a pattern on sheet of plastic.

B. To teach the student how to use tracing paper and copy a design.

C. To teach the student how to use squares to enlarge a design.

II. Materials Needed:

A. Suggested project such as a belt slide (picture or illustration) bag pull, ring, or bracelet.

B. Ruler, drawing paper, pencil, carbon paper, triangle, tape.

III. Procedure:

A. Choose the design for the intended project and determine the dimensions. Refer to pp. 75-82 in GENERAL PLASTICS by Cherry.

B. Tape a sheet of 8½ x 11 drawing paper to table top and draw horizontal and vertical lines ¼" to form small squares.

C. Sketch pattern according to instructions given by teacher.

D. After design has been completed, place a sheet of tracing paper over previously drawn design and trace it.

E. Place a sheet of carbon paper over the sheet of plastic, place tracing paper with design on it and tape the two pieces to the sheet of plastic and carefully go over all outside lines with a pencil or ball point pen. Be very careful so that waste is held to a minimum.

F. After pattern has been transferred to sheet of plastic ask the teacher to approve layout and proceed to cut it out according to instructions.

Teacher Comments

The students seemed to enjoy this unit. The girls were reluctant to use the equipment at first. However, with help from the boys and teachers, confidence grew and they were soon doing their own work with a fair degree of skill.

This was a good project to begin with since it was simple and yet used a lot of tools, giving them quite a bit of experience with different tools. Each student completed at least one project using hand and power tools.

Clean-up procedure was explained effectively and readily accepted by the students. It proved useful in discussion of good work habits.

Special Ed. Students

This class was slower in completion of its projects than the under achievers. The directions needed to be given in a more simplified manner and Part III Procedure was eliminated. The students were given pre-cut pieces of plastic to shape into a key chain or a zipper pull.

It was discovered that these students might benefit from a unit on measurement so it was prepared and several class periods were devoted to this.

MATERIALS **Teacher Comments**

I. Introduction to shops and equipment
II. Safety Procedures
III. Tools
IV. Clean up charts and procedure
V. Introduction to Plastics

The plastics industry is growing and changing constantly. New plastics are being improved. It is impossible to give even an estimate of the number of ways in which plastics are now used. The war brought about many new uses. Some of these are here to stay, while other uses will soon be replaced by different materials. Many times plastics and other materials do a better job when used together than either can do alone.

The application of plastics are increasing. In the past few years the application of plastics to clothing and personal accessories has increased. Women can buy shoes, purses, umbrellas, rain coats, jewelry, hose, buttons, and fabrics made from plastic. Men can buy socs, belts, suspenders, billfolds, and countless other accessories.

Around the home are many applications of plastics. The modern and efficient home has many labor saving devices that have plastic materials in their construction.

In the communications industry there is an even wider use of plastics. The molded telephone is a plastic article. Plastics are used in making swithches, plugs, panels, coil forms, and wire coverings.*

A. Objectives
    1. To teach students the importance of the plastic industry and its application to everyday living.

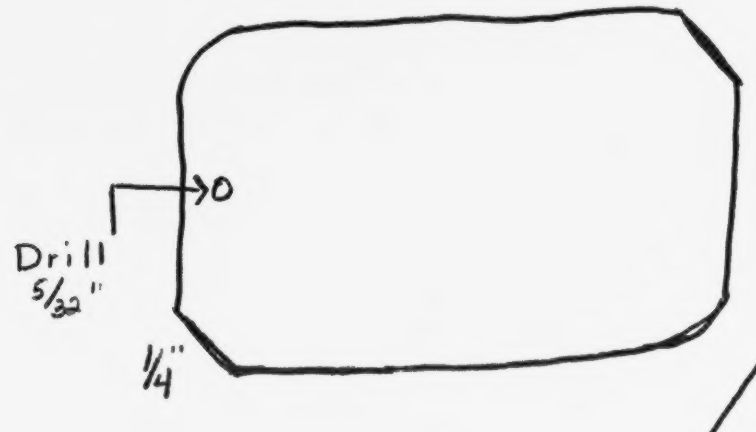
MATERIAL

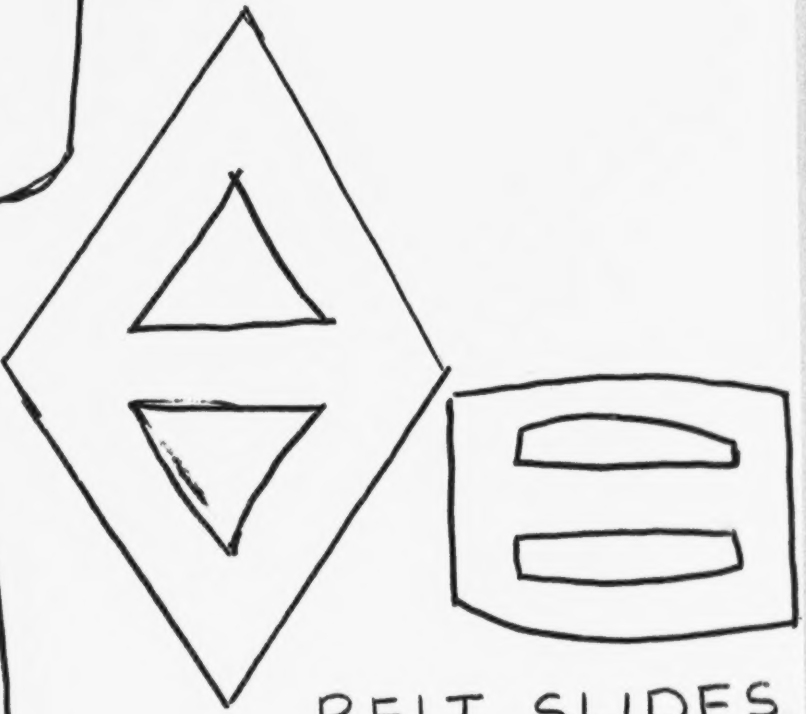
Teacher Comments

2. To teach the students the working qualities of plastics.
3. To teach the students the proper use of tools and materials.
4. To teach the student good work habits and orderly procedure.

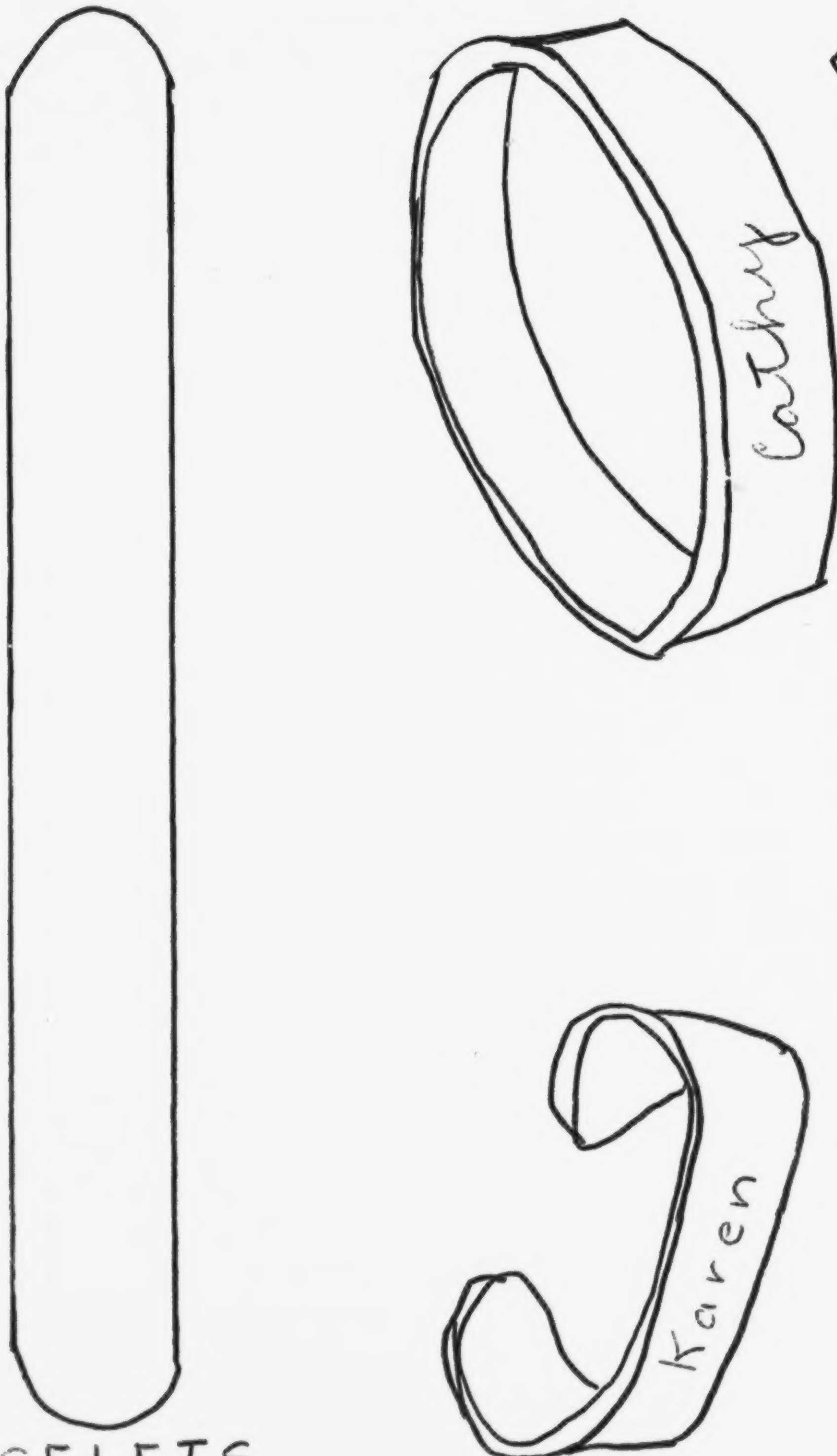
B. Procedure
1. Explain the design and development of the 3 suggested projects.
2. Explain the cutting, filing and shaping of the 3 suggested projects.
3. Demonstrate the above operations carefully and ask for questions about items not made completely clear.

Cherry, Raymond, General Plastics, pp. 75-82

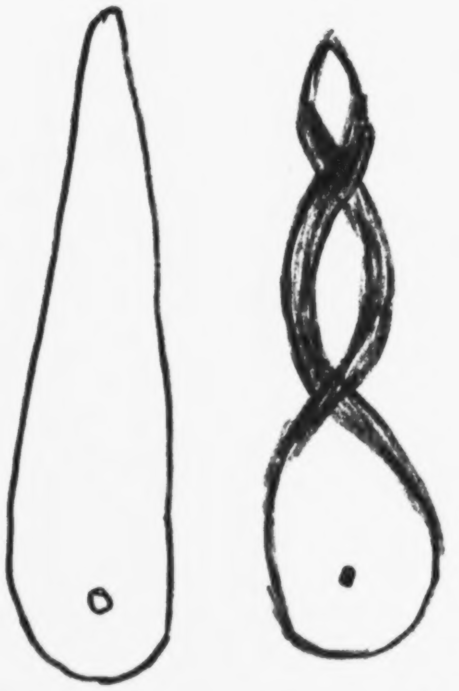

Drill
5/32"
1/4"



BELT SLIDES


Cathy
Karen

BRACELETS



ZIPPER PULLS

Electricity--Lesson Plan I
topic

June 19-30 1
Dates Number

MATERIALS

I. Specific Objectives

A. To teach the student the use of the electrical service entrance panel and the use of the fused circuits in the home.

B. To teach the student to wire a simple circuitusing dry cells, 1 light, 1 switch, and a dry cell.

II. Pass out the Sears Handbook of Simplified Wiring. Turn to page 12, and discuss the construction of the panel. Note: The fuses, ground strip, white and black wires at the bottom of the panel.

Trace the wires on p. 15 from the panel throughout the circuit. Explain the use of "boxes" to hold switches and other electric devices.

Discuss: the method of "grounding" and electrical system according to pp. 12 and 14 in book.

Display: visual aids, switches, boxes, light fixture, cable and convenience receptacle.

Questions:

What is an entrance panel?
Could you find it in your home?
Could you remove a fuse?
Could you turn off all the power in your home in an emergency?
What is considered a hot wire?
What color is a hot wire?
What does grounding mean?
Where would you find a light meter?

Teacher Comments

Special Education Group

This group did not attempt all of the material as some of it was above them. Work with circuit boards went well. They learned to connect circuits to ring a bell and lights. The theory behind this was not covered. The demonstration of increasing power by connecting batteries in a series was also beneficial for them. This was a completely new area for most of the students and some were hesitant to "hook up" circuits but after several periods they all completed their projects. They found the area fun as well as educational. Each student made a drop cord.

Underachievers

Some of the theory was not covered in this unit even though the projects were completed. Four of the boys did an excellent job in their house wiring project and one indicated an interest in gaining more experience in the field of electricity. The girls were particularly pleased with their drop cords. This area could be taught for at least 6 weeks with no difficulty in securing materials. The use of a written text with either of these groups is not recommended due to the reading level and technicality.

MATERIALS

Teacher Comments

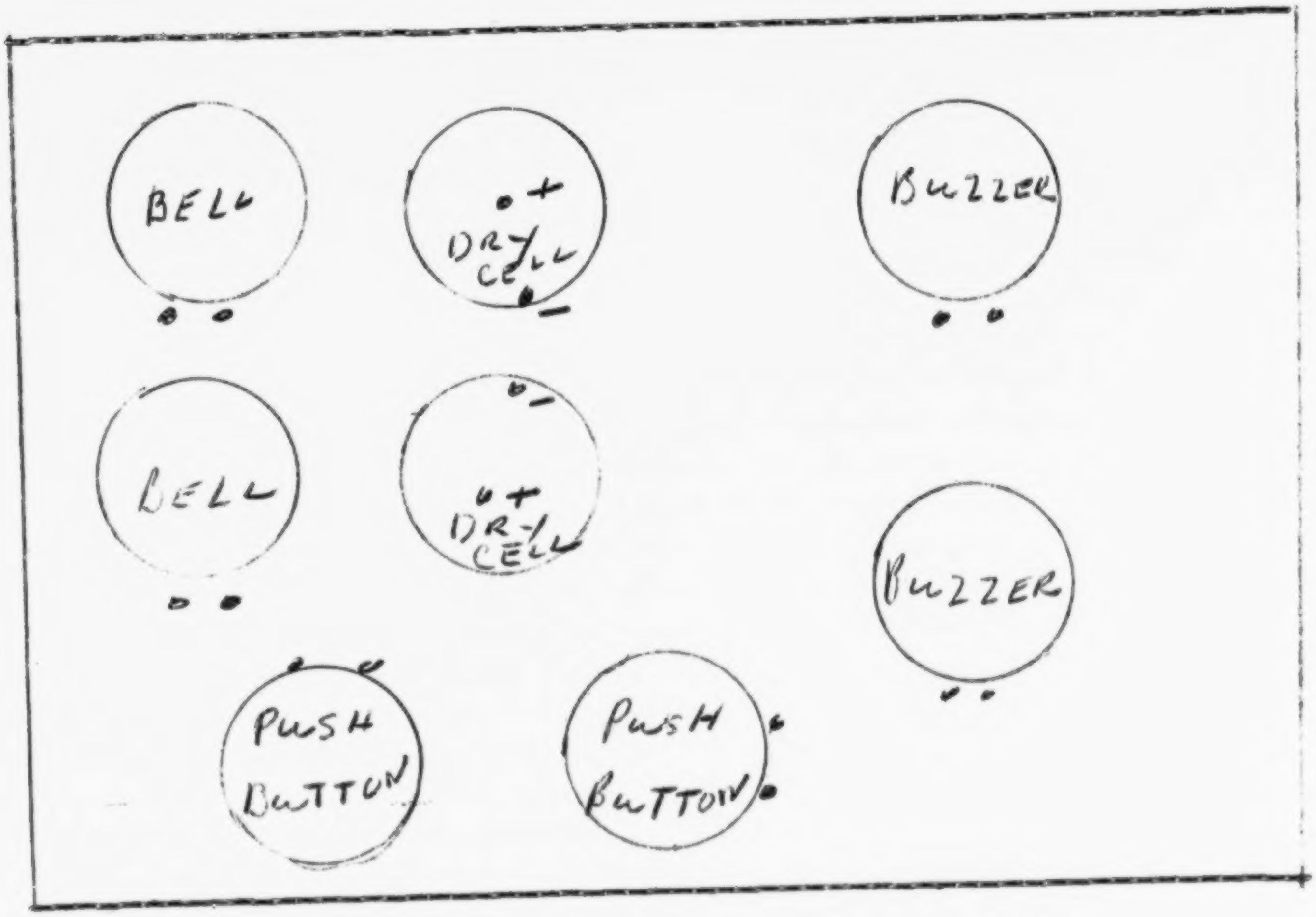
I. Specific Objectives
   A. To teach the students how to run a circuit.
   B. To teach the student how to use test leads and alligator clips.
   C. To teach the student how to use a dry cell as a power source.
   D. To teach the student how to use a switch to open and close a circuit.

II. Materials needed:
   A. Dry cells, flash light bulbs, receptacles, single pole swithces, collection of alligator clips, and dry cells.

III. Procedure
   A. Demonstrate the procedure for connecting the dry cells, one light, one switch to cause the light to glow.
   B. Discuss the procedure and relate this to the previous lesson on the entrance panel circuit.

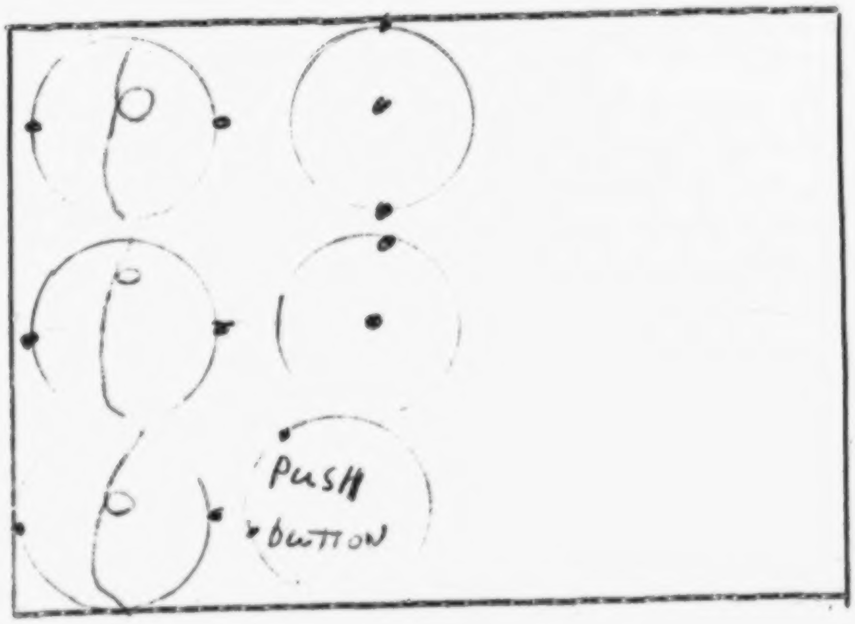
IV. Questions
   A. What is a circuit?
   B. What is a switch used for?
   C. What is an alligator clip?
   D. What happens when any part of a circuit is opened?

Sears, Roebuck & Co., Simplified Electrical Wiring Handbook, pp. 12-15


BELL
DRY CELL
+
−
BUZZER
BELL
−
+
DRY CELL
BUZZER
PUSH BUTTON
PUSH BUTTON

Follow the instructions given you very carefully

We will draw lines for wire connectors to operate the lights, bells, and buzzers.


PUSH BUTTON

Problem:

1. Use a dry cell to operate a single light
2. Use 2 dry cells in series to light 1 light
3. Use 2 dry cells to light 2 lights
4. Use a dry cell to operate 1 bell
5. Use 2 dry cells in series to ring a buzzer
6. Use 2 dry cells to ring 2 bells

CONSTRUCTION OF A PLUG FUSE FOR CIRCUITS NOT OVER 125 VOLTS TO GROUND

In this unit you will learn how to locate and replace a burned out fuse. A fuse may be compared to the safety valve on a steam boiler which pops open and releases steam when pressure becomes too great. Fuses are safety devices used to break circuits when an accidental ground, overload, or short circuit happens in an electric switch or somewhere else.

A fuse is made of a metal strip which will melt, or "fuse" when too much current tries to pass through it. If a fuse that is supposed to carry only 15 amperes is used in a circuit and a motor that draws 25 amperes (for starting) is turned on, the strip of metal in the fuse will melt due to the overload and break the circuit. A fusetron type fuse should be used in this circuit.

The metal strip in a fuse is made of zinc, lead, or an alloy of lead and tin. While these strips may be different in the amount of current they carry without burning out, they all have been set up to melt before the wires in the circuit get too hot.

Matson, C. E., Basic Electricity, p. 80
(McKnight & McKnight, Bloomington, Ill) 1961

MATERIALS	Teacher Comments

I. Specific Objectives

A. To teach the student the proper procedure and care of electrical appliances in a home.

B. To teach the student to make minor repairs in the home.

C. To teach the student how to read a watt hour meter and compute an electric bill. (Job as meter reader)

D. To teach the student the safety procedures and practices about the home.

II. Introduction

Electricity serves us with light, power, and heat, and is undoubtedly one of the greatest modern conveniences in the home. Occasionally, something goes wrong, and the cause of the trouble isn't always easy to find. Probably a fuse has been blown, but what has caused it to blow must be discovered, because the fuse will not solve the problem. It is very important that every homemaker, owner and user of electrical appliances have an understanding of basic electrical principles and how to make a few minor repairs without calling a repairman everytime some problem with wiring or an appliance occurs.

This unit of work will acquaint you with the circuits of the home, the various kinds of switches, boxes, appliances receptacles, lights, drop cords, and other electrical devices in the home.

III. Things to do:

Examine an electric service entrance panel.

Examine a cartridge type fuse.

Examine a "plug" fuse.

Discuss "loads" in terms of wattage.

Learn to read a watt hour meter and compute an electric bill.

Run a circuit using non-metallic

MATERIALS | Teacher Comments

sheathed cable from the entrance panel to a switch and light.
Run a circuit from the entrance panel to a convenience receptable using non-metallic sheathed cable.
Repair a drop cord.
"Tin" the ends of a stranded cord.
Tie an underwriters knot to replace the ends of a drop cord.
Hook up a bell circuit using dry cells.
Hook up a bell circuit using a low voltage transformer.
Use a test light to check for a broken wire.
Use a knife or wire stripper to strip a wire.
Use a solder iron to solder an electrical connection.
How to insulate a wire connection.

IV. Materials needed
A. Typical wall section of a house
B. Electrical service entrance panel collections of switches, boxes, 2 wire, 14 gauge non-metallic sheathed cable, receptacle outlet, wire nuts, tape, dry cells, bells, doorbell transformer, drip cords, soldering iron, flux, continuity tester.

Schaffee, C. S. & R. E. Smith, Home Mechanics, Bruce Publ. Co., pp. 38-43
Sears Roebuck and Co., Simplified Electric Wiring Handbook, pp. 24-25

JOB I

Purpose: To Remove Insulation from Wire Properly

General Information: The purpose for removing insulation from a wire is to make splices, form an eye to attach a wire to a binding post or to tin a stranded wire.

Rule 1: When possible wires of the same size should be spliced together.

Rule 2: The joint or splice must be as mechanically strong and as electrically safe as the wire itself.

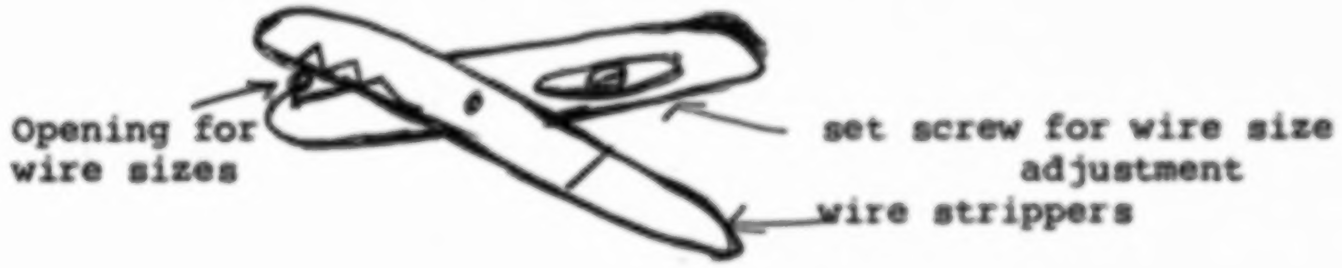
Rule 3: A splice must provide a path for the electricity that will be as good as an unbroken wire. (This is accomplished by cleaning wires before splicing.)

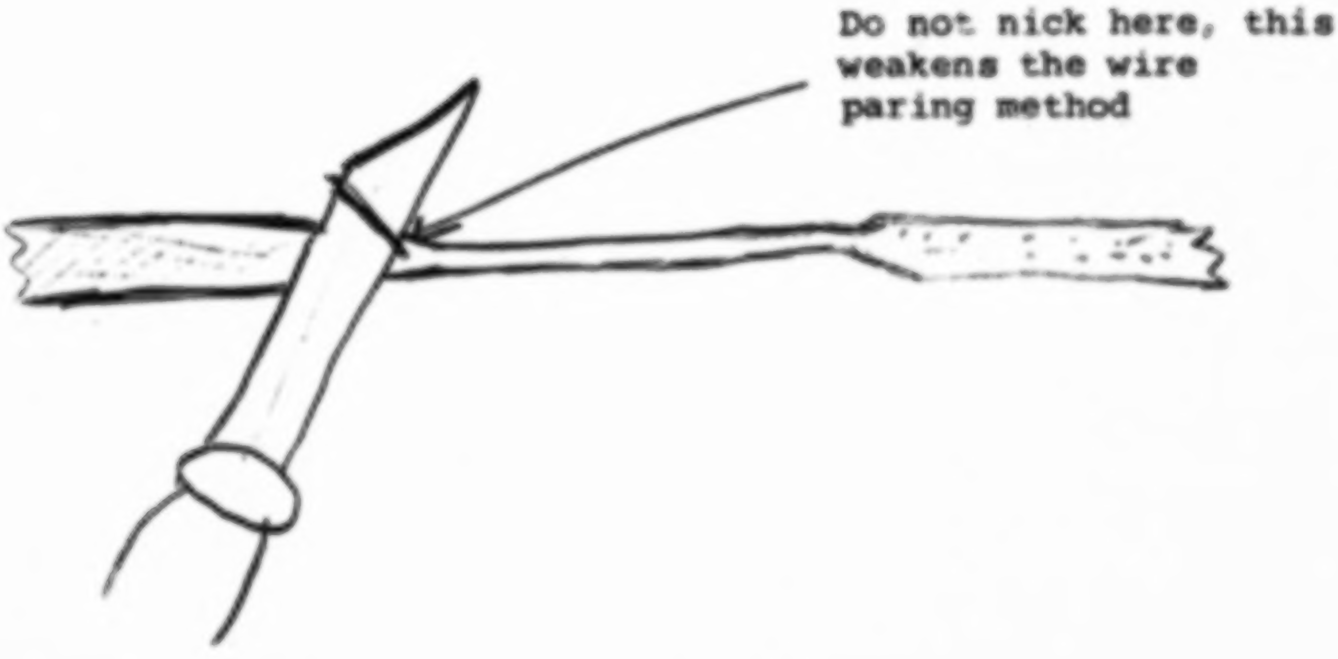
Rule 4: Wire used in house wiring is covered with heavy rubber or fabric or a layer of plastic.

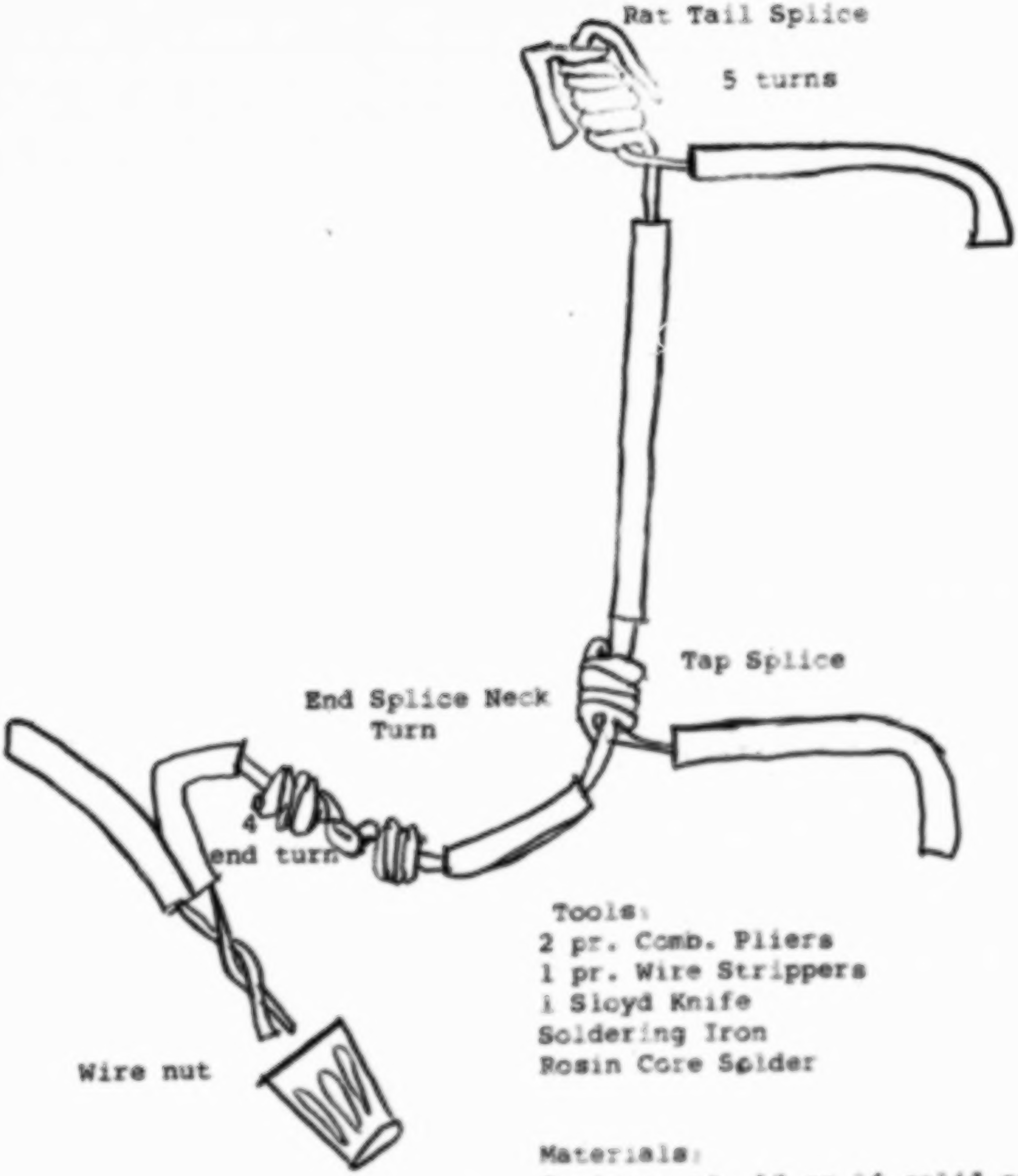
Rule 5: When using a knife always whittle the insulation off similar to whittling a stick or sharpening a pencil.

Rule 6: Insulation not too heavy can be loosened by squeezing it between the handles of electricians pliers. Finish removing by whittling in the proper fashion.

Rule 7. When using "strippers" never set the wire opening so small that the wire is "nicked" when the wire is drawn through them.


Opening for wire sizes
set screw for wire size adjustment
wire strippers


Do not nick here, this weakens the wire
paring method


Rat Tail Splice
5 turns
Tap Splice
End Splice Neck Turn
4 end turn
Wire nut

Tools:
2 pr. Comb. Pliers
1 pr. Wire Strippers
1 Sloyd Knife
Soldering Iron
Rosin Core Solder

Materials:
2 pieces no. 12 or 14 solid copper wire

Wiring Splices:
Rat Tail
Tap

SAFETY RULES FOR ELECTRICITY

1. Never touch a wire until you are sure it is not hot.
2. Inspect all drop cords frequently to see if repairs are needed.
3. Never put a fuse of larger capacity than is recommended in a fuse panel. A fire is likely to result.
4. Be very careful when out walking after a wind storm. Electric power lines may be blown across your walk.
5. Never go into water that has an electric wire in or near it.
6. Never touch an electrical appliance when standing in water.
7. Make sure all electrical appliances which have 3 wire ground service are "grounded".
8. Never remove the 3-wire prong for convenience. This ground (green) wire is for your safety.
9. Never stop under a lone tree for protection from a thunderstorm. A lone tree is very susceptible to a lightning bolt.
10. Get off a lake or other waterway before a thunderstorm catches you.
11. Always use a dry object or an insulated tool to remove a wire from a shock victim. Never use your bare hands.
12. Never work with electrical wiring while the current is on. Pull the main fuse holder.
13. Never allow small children to play with appliance cords.
14. Never reach into the back of a television cabinet. You may receive a severe shock even though the set is unplugged from the wall.
15. Any service outlets used outside should be the weatherproof kind.
16. In case of an electrical fire never pour water on the flaming area. Use a CO^2 type extinguisher.
17. Give artificial respiration at once to a victim of an electrical shock, and have someone call a physician at once.
18. When installing electrical wiring be very sure to follow the rules of polarity in connecting wires to a fuse. The black and red are "hot" and the white are neutral ground.
19. Never connect a circuit to a power supply without using a fuse in the circuit.
20. If in doubt about an electrical problem or job: CALL AN ELECTRICIAN

Curriculum-Work Trade Experience
Home Maintenance-

Electricity Transformer-Doorbell
Topic

June 26-30
Dates

1
Number

MATERIAL

I. Purpose

A. To teach the student how to use a low voltage transformer to operate a bell or buzzer.

B. To teach the student how to operate a simple electrical circuit.

II. Introduction

A. A common doorbell is a simple mechanism. It consists of a bell, an electromagnet, a clapper and a set of contact points. The electromagnet is energized by a current from a power source such as a dry cell or transformer, is magnetized and moves the clapper to the bell. As this happens the contact points are opened, the current stops, the clapper returns to its original position, the contact points close again, the current energizes the electromagnet and the entire cycle is repeated. This happens instantaneously and we hear a "brrrriinngg" of the bell.

III. Procedure

A. Demonstrate the working parts of the doorbell. Show the students how an electromagnet works and what the contacts points are.

B. Demonstrate the light and coil. (transformer) Explain how it works.

C. Hook up a circuit using the low voltage transformer.

D. Have students hook up and use the low voltage transformer to operate a bell

Teacher Comments

This part of the unit was not used due to lack of time in either group.

Furniture Repair and Refinishing
Topic

July 3 - 21
Dates

1
Number

MATERIALS

I. Objectives

A. To teach the student how to repair and refinish furniture in the home.

B. To teach the student how to use the proper tools and materials commonly used in furniture refinishing and repair.

C. To give the student experiences and information which might lead to further exploration of this area as a vocation.

II. Introduction

Take a look at the furniture in your home. Have you any creaky chairs? Has your kitchen table a big scratch on it, or is there a cigarette burn on the family desk? Children in the home frequently cause damage to furniture. There is, however, still a greater hardship on furniture. This is too much dryness in the home during the winter months, which causes glued joints to loosen and various members of a piece of furniture to come apart.

Because of this dryness, wood joints, that formerly were tight, shrink and become loose. Needless to say, such furniture is useless. Furniture should be examined occasionally and repairs should be made as soon as damaged joints are found. Gluing a joint of a chair or table might save breaking apart through further use.

Regluing furniture - There are many kinds of glue. Some of the more common are animal, casein, and cellulose cements. These may be bought in cans, bottles, or tubes.

(1) Flake animal glue is used mostly in the manufacture of furniture. It is rather inconvenient to prepare in the home as it must be mixed and heated.

(2) Liquid hide glue is excellent for furniture work. Its use is recommended whenever a lasting wood-to-wood bond is desired. It is tough and does not become brittle, as well as easy to use, light in color, resists heat and gives strength even to poorly fitted wood joints. It is

Teacher Comments

Special Education Group

This group went into the preparation of woods for varnishing and omitted the rest of the unit. Each student made a cutting board. The projects were generally well done and were within the students' ability level.

Underachievers

This group covered the entire unit which took a lot of time. It might have been better to have worked on only one piece of furniture. They were exposed to antique repair and refinishing with discussion in developing this skill for independent trade purposes. Class participation was good.

Some upholstering work could also be incorporated in this area.

Several of the students made beautiful cutting boards by gluing pieces of wood together and then preparing the surface.

MATERIALS | Teacher Comments

not to be used for outdoor furniture or boat building as it is not waterproof.

(3) Casein glue is also convenient to use around the house because it can be mixed with cold water. Casein is a fairly waterproof glue. It should be mixed to the consistency of heavy paste. This glue thickens and becomes solid in a couple of hours.

(4) White liquid resin glue is a clean-working white glue that may be used for a variety of gluing jobs around the home. Because it is white, free flowing and always ready to use, it is a modern day favorite.

Regardless of which adhesive is used, it must be remembered that no joint will be strong if it fits loosely. When reconditioning an old joint it must first be pulled apart and all the old glue or adhesive scraped off. If the joint fits loosely, it can be tightened by gluing and wrapping a piece of cloth around or over the end of the part of the joint so that it will again be a driving fit. After the glue or other adhesive has been applied to the joint, the joint should be drawn into place and held in position until the glue cures.

Remember - it is more difficult to refinish a piece of furniture than it is to apply an original finish.

The old finish must be removed before a new one can be applied. If the furniture is rather new, the finish is most likely to be varnish or lacquer, because modern furniture industries use these finishes almost all of the time.

After the kind of finish has been determined, apply varnish or paint remover or a washaway - scrape type remover.

Always read the instructions on the can of any ~~kind of~~ remover being used. Many kinds of remover contain caustic and great care must be taken to avoid contact with the skin. Eye Protection is always advised when using removers.

Apply the remover with a brush and allow the old finish to soften. This usually requires only a few minutes. If the old finish does not loosen with one application, it may be necessary to apply the remover a second time. A good collection of old tooth brushes, a putty knife, some "O" grade steel wool and a wire brush are very satisfactory tools for removing finish.

MATERIALS

Teacher Comments

The old tooth brushes are useful in removing finish from parts where there are caves, beads and other parts involving acute curves and sharp concave turnings. The wire brush is used "with the grain" to clean old filler from open grain wood.

After the remover has been applied and the old finish removed, the entire surface should be allowed to dry and then the surface should be repaired and reglued. Dents in wood surfaces may be raised by steaming the dents with a wet towel or cloth and a hot soldering iron. Deep scratches may be sanded and "feathered out" by sanding with 120 - 150 grit garnet with the grain. The scratches should be sanded carefully and in such a manner as to leave no pronounced dip in the surface.

After the surface has been prepared, the procedure is the same as applying an original finish.

MATERIALS

Teacher Comments

JOB SHEETS

I. Application of Varnish and Pain Remover
  A. Objectives
    1. To teach the student how to safely remove old furniture finish.
    2. To teach the student how to use brushes and care for painting equipment and tools.
    3. To teach the student proper safety habits.
  B. Procedure
    1. Cover the locker tops and work area with old news papers.
    2. Wear eye protection and shop aprons or old shirt for protection.
    3. Read directions on cans from manufacturer.
    4. Follow carefully any procedures on the can.
    5. Apply, and remove as instructed.
    6. Allow to dry and sand all parts with 120 grit garnet.

II. Applying Paste Filler
  A. Objectives
    1. To teach the student to apply paste wood filler.
    2. To teach the student to identfy open and closed grained wood.
  B. Introduction

Paste wood filler is used on woods having large open wood cells to fill these cells and produce a smooth surface for final finish. Some of the "open grained" woods which require a paste filler are the oaks, walnut, mahogany, sycamore and butternut.

  C. Procedure
    1. Sand the surface free of scratches, dents and other imperfections.
    2. Go over surface with a damp cloth and raise the grain.
    3. Allow to dry and sand with 150 grit garnet cabinet paper.
    4. If stain is to be used, mix penetrating oil stain with the wood filler and blend until the consistency of heavy cream is obtained.
    5. Apply to the surface with paint brush or wipe on with a soft cloth with the grain.
    6. Allow to "set" or dry until the filler turns a "flat", then remove quickly across the grain with a coarse woven cloth or burlap bag.
    7. Allow to dry and then lightly buff surface with "00" steel wool.

Art Metal
Topic

July 6 - 14 — 1
Dates — Number

MATERIALS

I. Objectives

A. To teach the students how to use the various art metal tools.

B. To teach the students the working qualities of some of the non-fenous metals.

C. To teach the student how to use chemicals to color metals.

D. To give the student information and encourage the study of art metal as a hobby and possibly as a vocation.

II. Introduction

A. The field of art metals provide some of the most fascinating activities in metal work. Articles of beautiful design can be made from non-fenous metals such as brass, copper, aluminum and others.

In art metal and jewelry such projects as plates and trays, pins, tie clips, belt buckles and accessories for the home are made.

III. A. Each student will be given first a four inch diameter 22 Ga. soft aluminum disc and a raising block.

B. On this raising block center the aluminum disc and tap the metal down into the form. Hammer until the aluminum disc fits the shape of the block, and hammer only over the concave part of the form.

C. After the metal has been shaped, the hammered part should be "planished" (tapped over a stake until smooth.)

D. Buff the entire surface until highly polished.

End Project 1

Project 2

A. The second project will be a small tray made from a 4"x 4"square piece of 20 B & S. Ga copper.

B. Procedure

Place the copper over the wooden raising block and tap to shape with the raising hammer.

Teacher Comments

This unit was used with the Special Education Group only.

It was probably the most interesting to the group due in part to their high degree of success with their projects. Also, it was completely different from any work they had previous by attempted.

The repetitive processes of this unit were such that learning was pretty well "stamped in" for all of the students.

This project was well worthwhile from a personality development stand point also.

MATERIALS

Teacher Comments

After the copper has been stretched about 3/8" deep the metal will have become work hardened and must be softened by heating over flame and allowed to cool slowly. Continue to raise to shape.

C. After the tray has been tapped to shape the corners are to be "fluted" by hammering a round rod into the metal over a concave corner of a raising block. This produces a groove in which to lay the cigarette.

D. Planish the tray until all unsightly dents are removed and sand with steel wool until a high shine is obtained.

E. Dissolve 1 lump of liver of sulfer in 2 qts. of water and plunge the copper into it and rinse quickly with tap water. Apply a coat of clear brushing lacquer to preserve the finish. Note: Be sure the tray is scrubbed very cleanly with a dry cloth and all fingerprints removed before dipping in the liver of sulfur or a poor finish will result.

Feirer, J., "General Metals," pp. 185 - 192

JOB SHEET

HOW TO APPLY VARNISH

Buff the last coat of sealer and remove all dust.

Apply varnish "with the grain" from center of project toward edges.

Lay the varnish on evenly and do not brush more than is necessary to avoid bubbles on the surface.

Work with the light and cover the entire project. "skips" can not be gone over later.

Work in a dust free area with good ventilation.

Varnish brushes may be cleaned with mineral spirits or turpentine.

Allow varnish to dry 24-48 hours. Go over lightly with 600A wet or dry finishing paper to remove any rough spots and apply another coat of varnish.

Repeat the process and after the 600A has been used the second time rub the surface with FFF pumice stone and oil soaked soft flannel.

Apply 2 coats of paste wax.

PART IV/

APPENDIX

ORIGINAL OBSERVATION CHECK LIST

NAME: ______________________

DATE: ______________________

CHECK LIST	Observations	Excel	Good	Fair	Poor	N/A
I. Class participation						
A. Brings in Materials						
B. Oral Contributions						
a. Speaks when called upon						
b. Volunteers						
c. Quality of Talking						
d. Quality of Ideas						
C. Attention Span						
a. Listening						
b. Working						
II. Assignments						
A. Attempts Assignment						
B. Completes Tasks						
C. Completes Assignments						
D. Neat and Orderly in Work						
E. Independent Worker						
F. Works with others						
III. Materials						
A. Knows how to use them						
B. Knows where to find them						
C. Materials Used						
a. Vocational file						
b. Read job stories						
c. Dictionaries						

CHECK LIST	Observations	Excel	Good	Fair	Poor	N/A
III. Materials (continued)						
d. Vocational Encyclopedia						
e. Newspapers						
D. Can use indexes, files, tables of contents, etc.						
E. Care of Materials						
IV. Personal Appearance						
V. Interpersonal Relationships						
A. Works well with others						
B. Leadership						
C. Follower						
D. Courtesy						
E. Thoughtful						
F. Goes to others for help						
G. Others come to him for help						

	Always	Usually	Some-times	Seldom	Never
VI. Personal Attitude					
A. Superior Attitude					
B. Inferior Attitude					
C. Self-Confidence					
D. Isolate					
E. Overly Aggressive (Dominance)					

Comments:

RATING SCALE FOR OBSERVATION CHECK LIST

Key and Explanation

Part I

Place an "X" above the digit that indicates the average position of the participants for the first observation of this project, a "Y" above the digit that indicates average position of the participants for the second observation, and "Z" for the average position of the participants for the third observation of this activity.

Part II

1 2 3 4 5 6 7 8 9
low average high

You may wish to duplicate this scale with an appropriate statement concerning the specific attitudes, skill, or knowledge being rated. By distributing this scale to the criterion group (See next Part III, Rater) and computing a mean (average of raters) scale value or make a single entry by the spuervisor of the project, your response to this scale from your observations can give you a valuable internal evaluation as well as a valid scale point to report for beginning, intermediate, and concluding position.

Part III

Circle one of the following:

Code	Raters
1.	Teachers only
2.	Parents only
3.	Students
4.	Teachers and parents
5.	Teachers and students
6.	Parents and students
7.	Teachers, parents, and students
8.	Outside observer (supervisor)

Part IV

Circle one of the following:

Code	Evaluation device
1.	Teacher made test
2.	Teacher rating scales
3.	Student rating scales
4.	Parent rating scales
5.	Observer rating scales
6.	Attitude scales

7. Observation checklist
8. Anecedotal records
9. Inventories
10. Other

Part V

Use the following list and circle one to denote "degree of response"

Code	Criteria		
1.	Difference between:	Y-X	
		Z-Y	
		Z-X	
2.	Difference between:	Y-X	
		Z-Y	
		Z-X	is +1, little improvement
3.	Difference between:	Y-X	
		Z-Y	
		Z-X	is +2, some improvement
4.	Difference between:	Y-Z	
		Z-Y	
		Z-X	is +3 substantial improvement
5.	Difference between:	Y-Z	
		Z-Y	
		Z-X	+4 or more, marked improvement

SAMPLE SCORING OF OBSERVATION CHECK LIST

Item I. A Underachievers

Brings in Materials:

	low			aver.			high		
X= initial observation	1	2	3	4	5	6	7	8	9
Y= second observation									
Z= final observation		X	Y	Z					

Raters Code $\boxed{1}$ Device $\boxed{7}$

Criteria

	Code	Interpretation
Y-X= 3-2= +1	2	Little improvement
Z-Y= 4-3= +1	2	Little improvement
Z-X= 4-2= +2	3	Some improvement

SAMPLE OF SUGGESTED REVISIONS OF ORIGINAL OBSERVATION CHECKLIST

Name: ____________________

Date: ____________________

Checklist Observations	Excel	Good	Fair	Poor	N/A
Attempts assignments					
Quality of attempt					
Completes tasks					
Quality of completion					
Completes assignments					
Quality of assignments					
Neat and orderly in work					
Independent worker					
Academically works with others					
Knows how to use materials					
Knows where to find materials					
Materials used (listed according to class)					
Knows how to care for materials					
Brings in extra materials					
Speaks when called upon					
Volunteers to speak					
Quality of talking					
Quality of ideas					
Listening attention span					
Work attention span					
Promptness					
Attendance					
Independent initiative					

CHECK LIST OBSERVATIONS	Excel	Good	Fair	Poor	N/A
Pride in work well done					
Ability to accept criticism					
Enthusiasm					
Attitude toward teachers					
Attitude toward classwork					
Attitude toward peers					
Dependability					
Honesty					
Neatness of personal possessions					
Socially works well with others					
Leadership ability					
Follower- quality					
Follower- quantity					
Courtesy					
Thoughtfulness					
Goes to others for help					
Others come to him for help					
Neatness of appearance					

	Always	Usually	Some-times	Seldom	Never
Superior attitude					
Inferior attitude					
Self confidence					
Isolate					
Overly aggressive-dominance					

Comments:

EXPERIMENTAL PROGRAM IN VOCATIONAL EDUCATION

Circle the answer that tells how you feel. There are no right or wrong answers.

1. Going to school is a waste of time. Yes No
2. The things I learn in school will help me get a better job. Yes No
3. Most of my classes are interesting. Yes No
4. Most school rules are fair. Yes No
5. Most teachers will say they are wrong if they are. Yes No
6. Most teachers work hard in the classroom. Yes No
7. Most teachers have a good reason for giving assignments. Yes No
8. Our school has the things we need to learn with. Yes No
9. Most teachers are easy to talk to. Yes No
10. Most teachers like other teachers. Yes No
11. My school looks nice. Yes No
12. I like to do most of my schoolwork. Yes No
13. Most teachers are liked for the way they treat their students. Yes No
14. Most teachers are liked for the way they teach their classes. Yes No
15. Most teachers are fun to be with. Yes No
16. Most teachers grade fairly. Yes No
17. My school is friendly. Yes No
18. Someone in school will help me with my problems. Yes No
19. School helps me to be the kind of person I want to be. Yes No
20. I have many friends at school. Yes No
21. Most teachers like me. Yes No
22. Most teachers have pets. Yes No
23. Most teachers have good manners. Yes No

JOB INFORMATION

Circle YES or NO.

Do you know why you need a job?	Yes	No
Do you know where to look for a job?	Yes	No
Do you know why you need a social security card?	Yes	No
Do you know what a job application is?	Yes	No
Do you know how to decide which job you will like?	Yes	No
Do you know how to get ready for a job interview?	Yes	No
Do you know the best ways to get along with your boss?	Yes	No

Do you know these words?

Personnel	Yes	No			
Data	Yes	No	desired	Yes	No
Apply	Yes	No	graduate	Yes	No
application	Yes	No	completed	Yes	No
blank	Yes	No	elementary	Yes	No
physical	Yes	No	relatives	Yes	No
hanidcaps	Yes	No	zone	Yes	No
marital	Yes	No	hired	Yes	No
status	Yes	No	next of kin	Yes	No
salary	Yes	No			
reference	Yes	No			
junior	Yes	No			
social	Yes	No			
security	Yes	No			
occupation	Yes	No			
position	Yes	No			

ELECTRICITY

Circle Yes Or No

1. Could you repair a broken drop cord? Yes No
2. Could you use a continuity tester to check for an open circuit? Yes No
3. Could you wire and operate a door bell circuit using a low voltage transformer? Yes No
4. Could you replace a blown fuse? Yes No
5. Could you check a circuit for a blown fuse? Yes No
6. Would you know how to wire a circuit using a dry cell, light and switch? Yes No
7. Would you know how to locate the electrical service entrance panel in your home? Yes No
8. Do you know how to run a circuit using high voltage from the entrance panel? Yes No
9. Do you know what an electric circuit is? Yes No
10. Do you know what color a hot wire should be? Yes No
11. Do you know how to install a junction box in a wall? Yes No
12. Could you turn off all the power in your house in an emergency? Yes No
13. Can you read an electric watt hour meter? Yes No
14. Do you know how to solder electric wires? Yes No
15. Do you know how to use solderless connectors? Yes No
16. Do you know at least 10 safety rules for electricity? Yes No

PLASTICS

Circle YES or NO.

1. Do you know what plastics are? Yes No
2. Can you use a band saw? Yes No
3. Do you know how to use a buffing machine? Yes No
4. Do you know how to polish things using hand methods? Yes No
5. Do you know how to use a coping saw? Yes No
6. Do you know how to use glue? Yes No
7. Do you know how to use a clamp? Yes No
8. Do you know how to trace? Yes No
9. Do you know how to use a hand file? Yes No
10. Do you know how to use sand paper? Yes No
11. Can you read a ruler? Yes No
12. Can you draw a picture without tracing? Yes No
13. Can you use a compass to draw a circle? Yes No
14. Can you name plastic products or items? Yes No

FURNITURE REPAIR AND REFINISHING

Circle Yes or No

1. Do you know how to use varnish and paint remover? Yes No
2. Do you know how to use shellac to seal wood? Yes No
3. Do you know how to glue wood parts of furniture? Yes No
4. Do you know how to fasten wood with screws? Yes No
5. Do you know how to apply stain to wood? Yes No
6. Do you know how to apply wood filler to wood? Yes No
7. Do you know how to apply varnish to a wood project? Yes No
8. Do you know how to rub varnish to a "satin" finish? Yes No
9. Do you know how to apply furniture wax? Yes No
10. Do you know how to use "pumice stone" to rub out a varnish finish? Yes No

ART METAL

Circle Yes or No

1. Do you know how to "Raise" a tray or bowl? Yes No
2. Do you know how to "Planish" a tray? Yes No
3. Do you know how to "Peen" metal? Yes No
4. Do you know how to use "Stakes" to shape metal? Yes No
5. Do you know how to buff metal? Yes No
6. Do you know how to sand metal? Yes No
7. Do you know how to "Anneal" metal? Yes No
8. Do you know how to color metal with chemicals? Yes No
9. Do you know how to lacquer metal? Yes No
10. Could you select an art metal project and complete it? Yes No

HOME ECONOMICS

Circle the word YES if you know what the word means and NO if you do not know.

recipe	Yes	No
teaspoon	Yes	No
tablespoon	Yes	No
pint	Yes	No
quart	Yes	No
Ala carte	Yes	No
Alamode	Yes	No
Appetizer	Yes	No
Canapé	Yes	No
Cocktail	Yes	No
Consomme	Yes	No
Dough	Yes	No
Dry ingredients	Yes	No
Hors d' oeuvre	Yes	No
Julienne	Yes	No
Menu	Yes	No
Punch	Yes	No
Receipt	Yes	No
Slightly beaten	Yes	No
Stiffly beaten	Yes	No
sifting	Yes	No
beveridge	Yes	No

HOME ECONOMICS

Circle YES or No. There are no right or wrong answers.

1. Do you like to cook? Yes No
2. Do you know how to read a recipe? Yes No
3. Do you like to use box mixes? Yes No
4. Do you like to taste new foods? Yes No
5. Do you know how to turn on a gas burner? Yes No
6. Do you know how to turn on an electric oven? Yes No
7. Do you know how to turn on a gas oven? Yes No
8. Do you know how to wash the top part of a stove? Yes No
9. Do you know how to defrost a refrigerator? Yes No
10. Do you like to eat in restaurants? Yes No
11. Have you ever used the following:
    - a. toaster? Yes No
    - b. grill or griddle? Yes No
    - c. electric mixer? Yes No
    - d. electric skillet? Yes No
    - e. electric blender? Yes No
12. Have you ever planned a party for your friends? Yes No
13. Do you know how to introduce one of your friends to to another friend? Yes No
14. Do you know how to set the table? Yes No
15. Do you practice good table manners? Yes No
16. Do you know how to use measuring spoons? Yes No
17. Do you know how to sift and measure flour. Yes No

CHILDREN'S COMMENTS

Question - "How do you like this school? Why?"

1. I liked it Because it was interesting and there were a lot of enteresting things to do.

2. I like summer school because you learn while you work at what ever your doing. You don't get bored while you do it and you enjoy what your doing at the same time.

3. Yes I like Summer School. thair lost to know and It kneep us out of trouble.

4. it was fun

5. I like summer school because you learn and have fun at the same time.

6. I like it and it was Very exciting.

7. I like it because it is very good to the students

8. I like this summer school porgram because it gave me a chance, told me things I didn't know, and handedout alot of information, about getting jobs.

Question - "What do your parents and your friends have to say about this course?"

1. they thought's it was a Very Nice school & the things were good about it.

2. My parents think this is a good oppertunity and experience for young people.

3. sum of my frends wold of liked to Be im it and my mom says it is a good thing

4. My mother thinks it's all right nobody else knows about it.

5. My parants love it and so do I.

6. My parents thought it would be good for me and that it was an helpful program.

7. They like it and they wish that all the schools had it. They say I can learn more going here then at school.

8. My Mom wished she could have took this course. A friend wished he was at school the week they talked about it.

Question - Comment on things you Liked here. Comment on things you do not Like.

1. Shop: I liked, making plastic projects, woodworks and electricity.
   Vocational: I liked it because it helped me get closer to my job.
   H.E.: I liked it because I like to cook some times.

2. I didn't like Home econimics because I don't like to go by recipts.

3. I like them all. I enjoy doing them very much.

4. I like Home Ec., Shop, and the field trips we go on.

5. I love to cook and I like to to things in the shop, I enjoy it very much. Job Hunting is ok. to.

6. It's all right but we didn't have very many field trips, and we were not doing enough discosion.

7. I like the Home Ec. Course & Shop.

8. I liked all of it & the Jobs were fun. I liked it all.

9. I like the group decusions, but sometimes they are boring.

10. shop and home ec. is funi

11. Because I like the shops training and especially the teacher Mr. Morris

12. I liked woodworking and at but the others I didn't care for.

13. I did not like the wood work Becouse it was dusty and couldn't headly Breath

14. I did not like the way the course on Bussiness was arranged

15. I Liked the plastics the best because it was fun and interesting.

SUGGESTIONS

1. I would like to have more cooking in Home Ec. and do more shop.

2. more of trips, descusion, & talking on how to get a job.

3. (a.) go on more field trips.
   (b.) do more things in Home Ec..

4. You should have sun metle shop too

5. I thought we could have had more Homec & more time.

6. just Kept it the same as this one, and you will have a good Summer class.

7. I would like to see the building trades come into this course because I would like to see this School alot more improved.

8. You should teach about more different jobs, add jobs. Jobs like training Seeing Eye Dogs, secretarial jobs, and private businesses.

PART IV

BIBLIOGRAPHY

BIBLIOGRAPHY
Books

1. Blough, Glenn O., Doing Work, Row, Peterson & Co., Evanston, Illinois

1a. Barclay, M. S. & Champion, Frances, Teen Guide to Homemaking, McGraw Hill Book Company, Inc., Chicago, Illinois, 1961.

This is a good reference for manners, table settings, etc. The reading level is to high, junior high, for use as a text for underachievers and slow learners but it is very useful as resource material for teachers.

2. Career Information Service, New York Life Insurance Company, Guide to Career Information 1957, Harper & Bros., 49 E. 33rd, New York, N. Y.

A notations of articles and books concerning occupations of all areas and for all age levels. Appears to be quite comprehensive.

2a. Carson, E. O., Teenagers Prepare for Work, Book I, 18623 Lake Chabot Road, Castro Valley, California, 94546, 1961.

The format of this book is quite simplified and works well with EMH students except in cases where the reading level (4.5) is too high. The format is too simplified for underachievers, though the reading level is excellent. The material covered includes discussion of jobs geared to the unskilled worker. This is done in statement form.

2b. Carson, E. O., Teenagers Prepare for Work, Book II, 18623 Lake Chabot Road, Castro Valley, California, 94546, 1966.

The format of this book is excellent for underachieving students. The material covered includes in-school work experiences, self-evaluation and rating for jobs desired, getting a job, holding a job and spending income.

3. Chace, Haile, About the Captain of a Ship, Melmont Publishing, Inc. Chicago, Illinois.

4. Chace, Haile, About the Pilot of a Plane, Melmont Publishing, Inc. Chicago, Illinois.

5. Chapman, Byron E. and Schultz, A. Louis, Mott Basic Language Skills Program , Allied Education Council Distribution Center, P. O. Box 78, Galien, Michigan, 49113.

Comprehensive, sequential reading program designed especially for adolescents in special education. Three series of instructional materials from level one to nine in language skills dealing with work, living, and interpersonal relationships.

6. Christ, Henry I. *Modern English in Action #10,* D. C. Heath Compnay, Boston, Mass., 1965.

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9. Corcoran, Eileen L, *Rights and Duties of Citizens, Book I,* Frank E. Richards, Phoenix, N. Y., 1964.

Discussion and related activities concerning the family, the community, individual responsibility, jobs and job applications. Geared to the teenage interest level.

10. Corcoran, Eileen L., *Right and Duties of Citizens, Book II,* Workbook, Frank E. Richards, Phoenix, N. Y., 1965.

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11. Cosgrove, Margaret, *Your Hospital, A Modern Miracle,* Dodd, Mead and Co. New York, New York., 1962.

Good basic coverage of the various areas of a hospital. Presents basic duties of some of the hospital workers. Material could be adapted to several levels.

11a. Day, Justin, *You Can Own a Business,* Rudolph Field, Co., New York, 1953.

Used mostly by teachers. Lists jobs, gives explanation of job and sources of supplies and information. Close to 300 different jobs. Some jobs very simple-good source for special education.

12. Dogin, Yvette, *Help Yourself to a Job, Part I & Part II,* Finney Co, 3350 Gorham Avenue, Minneapolis, Minn. 55426, 1965.

Books designed for use in special classes. Part I covers various steps leading to a job, including filling out an application form. Part II explains the difference between skilled, semiskilled and unskilled jobs. Also it includes lessons pertaining to base pay, withholding tax, fringe benefits and social security. Reinforcement activities accompany the reading. The format is good for underachievers but in some instances the reading level is too high. There is too much writing on a page for EMH.

13. Elementary, Elementary Schools Economics I, Allied Education Council, 5533 S. Woodlawn Avenue, Chicago, Illinois 60637

This would be good to draw from for economic material.

14. Ervin, S. H., Arithmetic for Business Use, Third Ed., H. M. Rowe Co. 1951.

Problems come from offices of business. Stresses accuracy and economics of business. Includes all areas of basic math, discounts and investment, taxes, payroll, financing and measurement. Glossary of business terms and abbreviations.

15. [illegible], Finding Your Job, Finney Company, 3350 Gorham Avenue, Minneapolis, Minn., 55426, 1965-66.

Six complete units of five volumes each with twelve monographs in each volume. Each unit contains sixty briefs on suitable employment for students of special classes. Presented in a manner easy to understand and with the purpose of helping prepare for specific jobs. Accompanying workbook. The briefs would be better if bound individually.

16. Fraser, H. H., The Job Ahead, Syracuse University Press, 1963.

Section headings: 1. Starting Work 2. On The Job 3. Keeping the Job 4. Working for the City 5. Time out for Leisure. Situation stories cover good and poor personal points in all above areas as well as backgrounds for many job areas. Workbook for each section-reading and grammatical skills-materials relate to tests. Written on three levels of reading but covering same material so may be used with group of differing reading abilities. Stories center arond Juniors and Seniors in high school and those out of high school-mostly from low income families. Accompanying workbooks.

17. Fraser and Hay, Our Community, American Book Compnay, Chicago, Illinois. 1961.

Presents a wide range of basic social-vocational curriculum. The illustrations good for younger children which would limit the effectiveness with older students. A workbook is also available with the publication.

18. Fudell, Stanley E. and Peck, John R. How to Hold your Job, John Day Co, Inc., 62 W. 45th Street, New York, N. Y. 10036, 1966.

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19. Hoffman, Elaine, Hettlefinger, About Workers Who Work At Night, Melmont Publisher, Inc. Chicago, Illinois.

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20. Hudson, Margaret and Weaver, Ann A. I Want a Job, Frank E. Richards, Phoenix, Hew York, 1963.

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21. Hudson, Margaret and Weaver, Ann A., Getting Ready for Payday, Frank E. Richards, Phoenix, New York, 1964.

1. Checking accounts 2. Saving Accounts 3. Planning Ahead
All from teenage standpoint-high school aged students. 1. Covers every phase of checking accounts, some workbook activity and vocabulary related. 2. covers every phase of savings accounts, some workbook activity for practice, vocabulary buiding related. 3. Planning ahead, budgeting, pay % (math) of pay.

22. Hudson, Margaret and Weaver, Ann A, In Your Family, To be a Good American Series, Book I, Fearon Publishers, Inc. 2165 Park Blvd. Palo Alto, California 94306 1965.

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23. Hudson, Margaret and Weaver, Ann A, In Your Community, To Be A Good American Series, Book II, Fearon Publishers, Inc. 2165 Park Blvd., Palo Alto, California 94306, 1965.

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Bibliography (cont.)

24. Hudson, Margaret and Weaver, Ann A, In Your State, To Be a Good American series, Book III, Fearon Publishers, Inc. 2165 Park Blvd. Palo Alto, California,94306 1965.

Discussion and related activities of the term state, state constitutions, and branches of government, state services, voting taxes and fees and citizenship. Early teen interest level.

25. Hudson, Margaret and Weaver, Ann A, In Your Country, To Be a Good American series, Book IV, Fearon Publishers, Inc, 2165 Park Blvd. Palo Alto, California 94306 1965.

Discussion and related activities of the United States, its constitution, branches of government, taxes, and citizenship. Early teen interest level.

26. Jackson, Kathryn, Work Around the World, Silver Burdett Company, Morristown, New Jersey.

Presents basic information concerning various aspects of work as related to primary aged children. Covers a range of occupational areas and related occupational information.

27. Johnson, Siddie Joe, About the Engineer of a Train, Melmont Publishers, Inc. Chicago, Illinois 1959.

28. Kahn, Charles and Hanna, J. Bradley, Money Makes Sense, Fearon Publishers, Inc. 2165 Park Blved. Palo Alto, California 1960.

Written for retarded and slow learning students. Money is used as a basis for teaching basic arithmetic.

29. Kahn, Charles and Hanna, J. Bradley, Using Dollars and Sense,Fearon Publishers, Inc. 2165 Park Blvd. Palo Alto , California 1963.

Arithmetic workbook for the slow or retarded learner. Includes lessons and exercises in arithmetic based on concrete situations involving the use of money. Three chapters: Learning to Spend Your Money, Earning and Spending Your Money, Earning a Living.

30. Lerner, L. and Moller, Margaret, The Delso Sisters, Beauticians Follett Publishing Company, Chicago, Illinois 1965.

Thorough coverage of the field of beauty culture from a vocational view point with reading comprehension checks and vocabulary development. High school interest level.

31. Lerner, L. and Moller, Margaret, John Leverson, Auto Mechanic, Follett Publishing Co. 1965.

Auto mechanic theme for reading comprehension checks and vocabulary development. High school interest level.

32. Lerner, L. and Moller, Margaret, Marie Perrone, Practical Nurse, Follett Publishing Co, 1010 W. Washington Blvd. Chicago, Illinois.

Reading comprehension and vocabulary development activities associated with story of the nursing profession from a vocational view point. High school interest level.

33. Lerner, L. and Moller, Margaret, The Millers and Willie B.- Butcher, Baker, and Chef, Follett Publishing co. 1010 W. Washington Blvd. Chicago, Illinois 1965.

Reading comprehension and vocabulary development activities associated with the vocations of the butcher, baker and chef. High school interest level.

34. McIntyre and Hill, Working Together, Follett Publishing co, 1010 W. Washington Blve. Chicago, Illinois 1959.

Basic information concerning various general types of occupations. Would appear to be beneficial for basic occupational orientation for the students. A variety of activities are also made available through the workbook which comes with the publication.

35. Meeker, Alice M., How Hospitals Help Us, Benefic Press, 1900 N. Narragansett, Chicago, Illinois.

Presents basic information that could be given additional vocational orientation at a level beneficial to students at this age group.

36. Mooney, Thomas J, Money In the Pocket, Frank E. Richards, Phoenix, New York 1965.

Workbook activities related to pay, math involved in pay checks, deductions, spelling words, reading tests, exercises and projects. Teen age interest level.

36a. Neuschutz, L., Jobs for the Physically Handicapped, Bernard Ackerman, Inc, New York 1944.

Has excellent suggestions for units of students in all areas. Example: Observations, concentration, initiative, preservarence, ambition, courage, right spirit, thoroughness, will power and common sense.

37. Philips, Eleanor, About the Driver of a Bus, Melmont Publishers, Chicago, Illinois 1959.

Presents information concerning the work done by two bus drivers. Very good material to be used at several levels depending on orientation. Illustrations do not depict young children which would help to make it easier to adapt to several levels.

38. Prevo, Helen, The Happy Housekeepers

Develop mental reading material related to housework as a vocation with emphasis on good employee characteristics. Teen age interest level.

39. Price, Ray G, General Business for Everyday Living, Gregg Publishing Div. Second Editon, McGraw Hill Book Company, Inc.

Twelve units-from general business money, credit, savings, and investments to public services of communication, postal business and community welfare and limited general occupational exploration and job application. Vocabulary and reading comprehension exercises and activities.

40. Rader, William, Elementary School Economics I and II, Allied Education Council, P. O. Box 78 Galien, Michigan 49113 1964.

The reading consists of three-four stories or essays coinciding with the units in the project books. Complete teachers' guide, tests, and activities are provided at the upper elementary reading and interest level. Work involves basic economic principles.

40a. Randall, Florence, Getting A Job, Pacemaker series, Fearon Publishers, 2165 Parl Blvd. Palo Alto, California 94306 1966.

Good text for classroom series in vocational education. This text would have to be rewritten in some of the reading passages for those with low reading levels. The format is quite good for underachieving students and possibly for slow learners.

40b. Richter, David J. Occupational Skills and Attitudes for Employment, H.C. Johnson Press Co. Rockford, Illinois 1967.

Good text for occupational and vocational classes of the high school age and of good reading level. Extremely good for resource material for classes of lower maturity and reading level as it gives a very complete coverage of essentials in getting and keeping a job.

40c. Schumacker, Herman G. Vocational Mathematics, Shop Arithmetic, Goodheart-Wilcox Co, Inc. Chicago, Illinois 1940.

Good clear diagrams. Standard equipment, standard problems, good basic geometrical principles. Needs to be used by teacher and presentation updated. Written and used by teachers.

40d. Stevenson, Burton, The Home Book of Quotations, Dodd, Mead and Co, New York.

Excellent quotations for bulletin boards for vocational classes and guidance.

41. The Target Series, Mafex Associates, Box 114, Edensburg, Pennsylvania. 15931.

Book I. Employment Phase, Book II. Citizenship Phase, Book III Family Living-Family business Phase. Slow learners grades 8-12.

42. Turner, Richard H. The Family You Belong To, Follett Publishing co. 1010 W. Washington Blvd. Chicago, Illinois 1962.

Stories related to how to get along with your family, family relationships, handling responsibility, and being an only child. Activities geared to development of reading ability. Teenage interest level.

43. Turner, Richard H. The Friends You Make, Follett Publishing Co. 1010 W. Washington Blvd. Chicago, Illinois 1962.

Stories related to learning how to make and keep friends, good manners, going steady, alcohol and drugs, gangs and how to stay out of them, development of new interests, and the importance of teamwork. Activities relating to reading development and personal development as well as the kinds of friends particular persons prefer. Teenage interest level.

44. Turner, Richard H. The Jobs You Get, Follett Publishing Company, 1010 W. Washington Blvd. Chicago, Illinois. 1962.

Covers job applications, how to read want ads, job interviews, letters of reference, private versus state employment offices, improving your speech and handwriting. Designed to improve reading skills and meet teenage interest level.

45. Turner, Richard H. The Language You Speak, Follett Publishing Company, 1010 W. Washington Blvd. Chicago, Illinois 1965.

Stories centered around appreciation of other languages, reasons for the study of English, use of the dictionary, development of worthwhile life goals and the way language grows. Activities used to develop reading skills. Teenage interest level.

46. Turner, Richard H. The Money You Spend, Follett Publishing Company 1010 W. Washington Blvd. Chicago, Illinois 1962.

Stories related to budgeting and banking, buying, getting a part time job, dating expenses, advantages of staying in school and the security money brings. Activities geared to develop reading skills. Teenage interest level.

47. Turner, Richard. H. The Newspapers You Read, Follett Publishing Co. 1010 W. Washington Blvd. Chicago, Illinois 1965.

Stories related to how to find information in a newspaper, jobs in the printing and newspaper industries, suburban life, reckless driving, and analyzing news stories. Teenage interest level. Activities geared to improving reading abilities.

48. Turner, Richard H, The Person You Are, Follett Publishing Co. 1010 W. Washington Blvd. Chicago, Illinois 1962.

Stories related to self-control, use of leisure time, personality traits, physical and social needs, dating, developing worthwhile goals, learning to accept yourself. Activities geared to developing reading skills and self evaluation. Teenage interest level.

49. Turner, Richard H, The Television You Watch, Follett Publishing Co, 1010 W. Washington Blvd. Chicago, Illinois 1965.

Covers jobs in television, accepting yourself, how to get a parttime jobs, learning to evaluate television programs and getting along with people. Good teenage interest level with activities for reading improvement. Teenage interest level.

50. Turner, Richard H. The Town You Live In, Follett Publishing Company, 1010 W. Washington Blvd. Chicago, Illinois 1962.

Includes information about a television studio, newspaper, adjusting to city life, the police department, the fire department, recreational facilities in a large city and getting parttime work in the city. Activities geared to development of reading skills as well as self evaluation. Teenage interest level.

50a. What Job For Me?, McGraw Hill Book Company, Chicago, Illinois 1966-67.

This is a series of 18 books written by various authors in story form for the purpose of describing teenagers-some of whom are dropouts. Others have finished school-who are working and learning such jobs as secretary, waitress, beautician, refrigeration, service station attendant, etc. The reading level is 4-5 grade and the stories vary enough in design that students do not tire and may read several without the feeling of repetition in plot.

50b. Wieland, Lauretta Larson. At Work In The Kitchen, International Textbook Company, Scranton, Pennsylvania.

This is an old book but very useful for terms used in cooking, safety in the kitchen, and standard measurements and abbreviations.

50c. You, Yourself, and Your Future, Kilpinger Washington Editors, Inc. Washington, D. C. 1964.

Very complete, lots of good little self-tests for use in vocationally oriented classes. Reading level is junior high school.